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ABSTRACT

This handbook is for persons, especially teachers, who collect, evaluate, and apply vocational assessment information for handicapped students in the Department of Defense Dependents Schools (DoDDS). The approach used is a developmental curriculum-based assessment process which responds to the career/vocational programming sequence through the junior high/middle school and high school years. Chapter 1 presents the rationale for vocational education programs, describes the DoDDS approach, and identifies what benefits/outcomes can be expected. Chapter 2 describes the model for the program encompassing three levels: (1) initial assessment of readiness and awareness beginning in junior high/middle school prevocational courses and activities; (2) assessment of work-related behaviors and skills in high school vocational education course work; and (3) assessment of work-related behaviors and skills in work experience settings. Chapter 3 gives a detailed breakdown of implementation steps with specific instructions for those personnel participating. Appendices include assessment rating forms and listings of references and resources for those who wish to further investigate the basis for the proposed activities. (VW)

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CURRICULUM-BASED VOCATIONAL ASSESSMENT HANDBOOK

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CURRICULUM-BASED VOCATIONAL ASSESSMENT HANDBOOK

A Guide to the Implementation of Curriculum-Based Vocational Assessment Activities

Prepared

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DEPARTMENT OF DEFENSE
DEPENDENTS SCHOOLS
OFFICE OF THE REGIONAL DIRECTOR
GERMANY REGION
APO NEW YORK 09633-0005

REPLY TO
ATTENTION OF
DODDS-G
Education Division

October 1986

F O R E W O R D

The Curriculum-Based Vocational Assessment Handbook has been developed by the DoDDS-Germany Regional Office and school-level personnel from career, vocational, and special education backgrounds in coordination with nationally prominent consultants.

This modified version is the result of a successful field test of the original procedures piloted in School Year 1985-86.

The handbook is intended to be used by teachers to contribute to the assessment profile of special needs students as they participate in career or vocational courses and activities throughout the secondary school years. The assessment criteria are primarily taken from DoDDS instructional objectives and may be modified or enhanced, depending upon the specific program.

The results of curriculum-based assessment make a strong contribution to the overall vocational assessment required for secondary level students with handicaps. Teachers offering career and vocational education programs should participate when handicapped students are enrolled in their courses.

All such students, their parents, and teachers should be provided with profiles of progress emanating from curriculum-based assessment procedures.

J. H. BLACKSTEAD
Director

Distribution: B, D, E
DoDDS, -A, -M, -P, -PA

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Upon utilization of the Vocational Assessment Project, a Task Force was organized within the DoDDS-Germany Region to provide input, support, and assistance with implementation of project activities. Members of the Task Force proved to be an invaluable resource in the planning and preparation of this handbook and project inservice training activities. Appreciation is given to the following persons on the Vocational Assessment Task Force:

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Also, special recognition is due those persons who contributed to the publication of this handbook: Ms. Rosalie Boone for editing; Ms. Gayle Tasukada and Mrs. Nancy Logan for typing; Ms. Lori Taniguchi graphics; Mr. Terry Kelly for assistance in development of the assessment rating forms; and Ms. Carol Mauch, DoDDS-Germany Regional Art Coordinator, for the cover art work.

CHAPTER ONE

INTRODUCTION TO CURRICULUM-BASED VOCATIONAL ASSESSMENT

This handbook is for persons participating in the process of collecting, evaluating, and applying vocational assessment information for handicapped students. The purpose of this handbook is to provide background information and specific directions for implementing vocational assessment activities. The approach presented in this handbook is a developmental curriculum-based assessment process which responds to the career/vocational programming sequence through the junior high/middle school and high school years. This handbook will present: (1) a brief rationale for vocational assessment activities, (2) a description of curriculum-based vocational assessment, (3) how this approach interfaces with DoDDS career/vocational program curriculum sequences, (4) the benefits and outcomes of this approach for educators and students, and (5) a detailed breakdown of implementation steps with specific instructions for those personnel participating. The appendices of the handbook include assessment rating forms and listings of references and resources for those who wish to further investigate the basis for the proposed activities.

I. RATIONALE

A. Why Are Vocational Assessment Activities Necessary for Handicapped Students?

Public Law 94-142, "Education for All Handicapped Children Act of 1975," requires that schools focus upon the identification and provision of appropriate, least restrictive services for students with handicapping conditions. Department of Defense Instruction (DoDI) 1342.12, subject: Education of Handicapped Children in the DoD Dependents Schools, dated December 17, 1981, establishes policies and procedures for identifying and providing free appropriate public education to handicapped children receiving instruction within Department of Defense Dependents Schools (DoDDS). This instruction defines Special Education as, "Specially designed instruction, at no cost to the child or parent, to meet the unique educational needs of a handicapped child, including education provided in a school, at home, in a hospital or in an institution, physical education programs, and vocational education programs," (see paragraph 17, page 7; DoDI 1342.12). The instruction further defines Vocational Education as, "Organized educational programs directly related to the preparation for paid or unpaid employment or for additional training in a career requiring other than a baccalaureate or advanced degree" (see paragraph 17.c., page 7; DoDI 1342.12).

The vehicle for determining appropriate career/vocational services for handicapped students is the individualized education program (IEP). The Case Study Committee (CSC) responsible for developing the IEP relies upon an efficient and valid career/vocational assessment process for data and information to make decisions. Further, DoD Instruction 1342.12 calls for vocational assessment/evaluation activities which are necessary and appropriate to develop a statement of present level of performance for the child.

B. What Purposes Does Vocational Assessment Serve?

Programming decisions are based upon present performance information; thus, it is critical that vocational assessment data collection be initiated in the early secondary school years (junior high/middle school). Vocational assessment data will further assist prevocational and vocational instructors to develop program options, alternatives and specific accommodations necessary for the successful participation of handicapped students within vocational curricula. The data will also assist special education personnel to more appropriately serve as a resource to vocational instructors and, therefore, increase the probability of successful participation of handicapped students in vocational programs.

II. APPROACH

A. What Kind of Vocational Assessment Is Appropriate for Handicapped Students?

1. The Problem:

Traditionally, vocational assessment/evaluation services have consisted of a strict evaluation and predictive procedure conducted by psychologists and rehabilitation personnel. The purpose of vocational evaluation activities has been to determine vocational capability and predict employment limitations and potential success for disabled individuals in particular work situations. Often traditional evaluation processes in vocational rehabilitation have been oriented towards the needs of adult clients who have past experience in the world of work. During the past several years, researchers and program developers studied the implications of traditional vocational evaluation for use with younger handicapped students in educational settings (Stodden, Casale, and Schwartz, 1977; Stodden, Ianacone, and Lazar, 1979; Stodden and Lazar, 1979). Research from this period indicated that traditional concepts, instrumentation, and vocational assessment strategies did not readily lend themselves to the needs of more developmentally focused assessment needed in educational settings.

2. The Response:

More recent studies have focused on the development of curriculum-based vocational assessment models. These models have been generated within a career development context and focus upon collecting information necessary for making appropriate programming decisions for handicapped students (Stodden and Petzy, 1980a, 1980b; Richter-Stein and Stodden, 1981; Stodden and Ianacone, 1981). The development of these new vocational assessment models has brought to the forefront a number of program considerations. The following considerations served as reference points in the development of the DoDDS program model for vocational assessment.

a. Vocational assessment activities should be integral in the delivery of career/vocational services for handicapped students.

b. Vocational assessment information should contribute to ongoing career/vocational programming decisions and assist in the determination of least restrictive learning environments for handicapped students.

c. Validity is an important consideration; therefore, a curriculum-based vocational assessment model should address the relationship of evaluation to the curriculum content and instructional priorities.

d. Handicapped students often lack the readiness and awareness (related skills and behaviors) necessary to participate in vocational courses and community job activities. Thus, vocational assessment activities should begin at the junior high/middle school level.

e. Model programs for vocational assessment should address the legal and procedural guidelines of current regulations affecting service delivery to handicapped students (DoDI 1342.12).

f. Vocational assessment activities should provide data that will increase the performance level of handicapped students on career/vocational tasks.

g. The most appropriate persons to collect vocational assessment information are those instructors teaching career/vocational activities.

h. Situational factors (specific to work roles) often affect the performance of handicapped students on career/vocational tasks, thus assessment activities should be situational (in vocational classrooms and actual work sites) whenever possible.

B. How Can Appropriate Vocational Assessment Be Accomplished?

The approach presented in this handbook is a developmental vocational assessment process which is related to the career/vocational curriculum in the secondary school environment. The DoDDS career/vocational curriculum follows a sequence of career development.

The Student:

1. Participates in practical arts and business enterprise courses/activities acquiring basic awareness and exploratory information at the junior high/middle school level.

2. Participates in vocational education courses and activities acquiring skills and behaviors appropriate for various vocational areas.

3. Participates in cooperative work experience (CWE) settings gaining an opportunity to apply skills and behaviors in various school and community work sites.

Proposed vocational assessment activities provide data at each of these developmental levels of the career/vocational curriculum. As handicapped students participate in curriculum areas, data are collected by instructors/supervisors, and coordinated for use by the CSC in making program decisions.

This approach to vocational assessment involves the active participation of teachers and instructors in data collection. The chairpersons for the CSC are involved in the evaluation and application of data for individualized program development. The handicapped student's IEP (as developed by the CSC) determines what subsequent career/vocational areas will be assessed and who will collect assessment data. The specific skills and behaviors assessed are those performed on a daily basis by handicapped students in career/vocational courses and activities. Detailed procedures and rating forms for implementing this approach within the DoDDS system are presented in the implementation section of this handbook.

III. BENEFITS/OUTCOMES

A. What Factors Influenced the DoDDS Model?

The DoDDS curriculum-based vocational assessment model can be viewed as a data collection, decision-making process for increasing the handicapped student's awareness and understanding of him-/herself in relation to the world of work. A prime function of the model is the collection of developmental information which will contribute to career growth decisions during student's formative education years. Formulation of the DoDDS model for vocational assessment was influenced by:

1. Research and development work conducted by the authors during the past 10 years.

2. A number of exemplary program model development considerations generated from research in vocational assessment.

3. The developmental curriculum sequence of career/vocational programs published by the DoDDS system (to include general, program, and instructional objectives within each content area).

B. What Are the Specific Benefits of the Proposed Vocational Assessment Activities?

The DoDDS curriculum-based vocational assessment process has numerous positive outcomes for teachers, other service providers, CSC members, parents, and handicapped students. Implementation of the proposed activities results in the following specific outcomes and benefits:

1. All data collected are directly relevant to the handicapped student's career/vocational curriculum and those persons teaching that curriculum.

2. The collection and evaluation of assessment information are of an ongoing developmental nature (rather than a one time test) taking into account the readiness and awareness skills and behaviors prerequisite to vocational course work and CWE placements.

3. Vocational information is collected by instructors delivering curriculum to handicapped students and the information is evaluated and applied by those persons who must make program decisions.

4. Career/vocational information is collected from several sources (vocational curriculums) over a period of time, thus increasing the validity and usability of the assessment information in making program decisions.

5. Maximized use of situational assessment (within prevocational/vocational curriculum and CWE sites) increases the extent to which performance-based data can be collected.

6. Observation and rating of student performance identifies factors which may influence the handicapped student's functioning on an assessment task. Factors, such as learning style, physical, or sensory limitation, self-concept, or reinforcer system, may influence the performance of handicapped students in new situations.

7. Curriculum-based vocational assessment activities facilitate the integration of academic skill outcomes within the context of career/vocational curriculum areas.

8. An open entry/exit process occurs and students can participate based on their individual needs.

IV. DEFINITION OF TERMS

A. Career Development: A process of becoming increasingly aware and understanding one's self in relation to the world of work. (Developmental stages include increasing awareness, exploration, understanding, and participation in the world of work.)

B. Career/Vocational Curriculum Areas: Exploratory courses and activities offered at the junior high/middle school level. Vocational courses and related CWE's at the high school level, e.g.:

Automotive Technology
Business Enterprise
Business Education Laboratory
Computing, Educational
Cooperative Work Experience
Cosmetology/Modeling
Electricity and Electronics
Graphic Communications/Photography
Home Economics
Industrial Technology
Junior Reserve Officers Training Corps

C. Career/Vocational Information: Course and activity content learned by students in career/vocational curriculum areas and directly correlated with roles in the world of work.

D. Vocational Assessment: The collection of career/vocational information to ascertain vocationally related behaviors and skills, interests, and aptitudes.

E. Curriculum-Based Vocational Assessment: The collection of information on student's performance in career/vocational course work and related activities. Vocational information is collected in career/vocational curriculum areas through observation and rating of work related behaviors, generalized instructional outcomes, and specific skill outcomes.

F. Work Related Behaviors: Observable intra- and inter-personal behaviors, contributing to a student's ability to function appropriately in prevocational courses and activities, vocational courses, and CWE programs.

G. Generalized Instructional Outcomes: General vocational abilities necessary for understanding and applying specific skill competencies in prevocational courses and activities, vocational courses, and CWE programs.

H. Specific Skill Outcomes: Specific occupational skills needed to successfully perform within prevocational courses and activities, vocational courses, and CWE programs.

I. Vocational Evaluation: The review and interpretation of vocational assessment information by CSC members for the purpose of making programming decisions.

J. Application of Vocational Assessment Information: The process of integrating and interpreting vocational assessment information to prepare an IEP for the handicapped student.

K. Cooperative Work Experience: Coordinated training in an occupation, trade, business, or profession undertaken as part of the requirements of a school course in which CWE coordinators and job supervisors rate student performance.

L. On-The-Job Training: A short term job training assignment which is sponsored by an employer.

M. Job Placement: A service provided by school personnel for the purpose of helping students gain employment.

CHAPTER TWO

MODEL DESCRIPTION

The curriculum-based vocational assessment has three levels (Figure I), which encompass junior high prevocational courses and CWE programs. Level I initial assessment activities begin in the junior high/middle school and assess student readiness and awareness behaviors and skills, as demonstrated in exploratory prevocational courses and activities. Level II assessment activities begin as students move to high school. At this level, assessment of work related behaviors and skills in vocational course work takes place. Level III assessment activities occur as students perform work related behaviors and skills in school/community and CWE programs. Following the collection of data at each of the assessment levels, information is coordinated and prepared for evaluation and application in the decision-making process of the CSC.

I. Level I: Assessment of Readiness and Awareness

Level I is designed to collect assessment information which describes the student's awareness of and interaction with the world of work. (Figure II depicts the flow of assessment information in Level I.) Prevocational courses and activities in the junior high school curriculum provide typical settings in which Level I performance outcomes can be assessed. In DoDDS, these courses and activities include industrial technology, home economics, business education, typing, computing educational, and various business enterprise programs.

The assessment information collected covers three areas: work related behaviors, generalized instructional outcomes, and specific skill outcomes. Handicapped students are rated by their instructors in each of these areas for every career/vocational course or activity in which they are enrolled during a quarter. At the end of each quarter the teacher/instructor completes a Vocational Assessment Rating Form for each handicapped student enrolled in his/her courses. Completed rating forms are sent to the CSC chairperson who logs in the completed form and shares the information with the CSC members. The assessment data received from each course instructor are then discussed and considered in making programming and placement decisions which contribute to the student's career/vocational development. For example, vocational information may be utilized in the formulation of IEP goals and objectives and in the development of instructional modifications designed to facilitate student participation in the vocational curriculum offered at the high school level.

II. Level II: Assessment of Work Related Behaviors and Skills in High School Vocational Education Course Work

Level II (Figure III) assessment activities follow Level I assessment and are designed to collect in-depth exploratory and vocational skill development information. Level II assessment takes place at the high school level. Level II assessment should expand and elaborate on the initial awareness and exploratory information collected in the student's junior high school program (Level I assessment).

FIGURE 1

VOCATIONAL ASSESSMENT OF HANDICAPPED STUDENTS

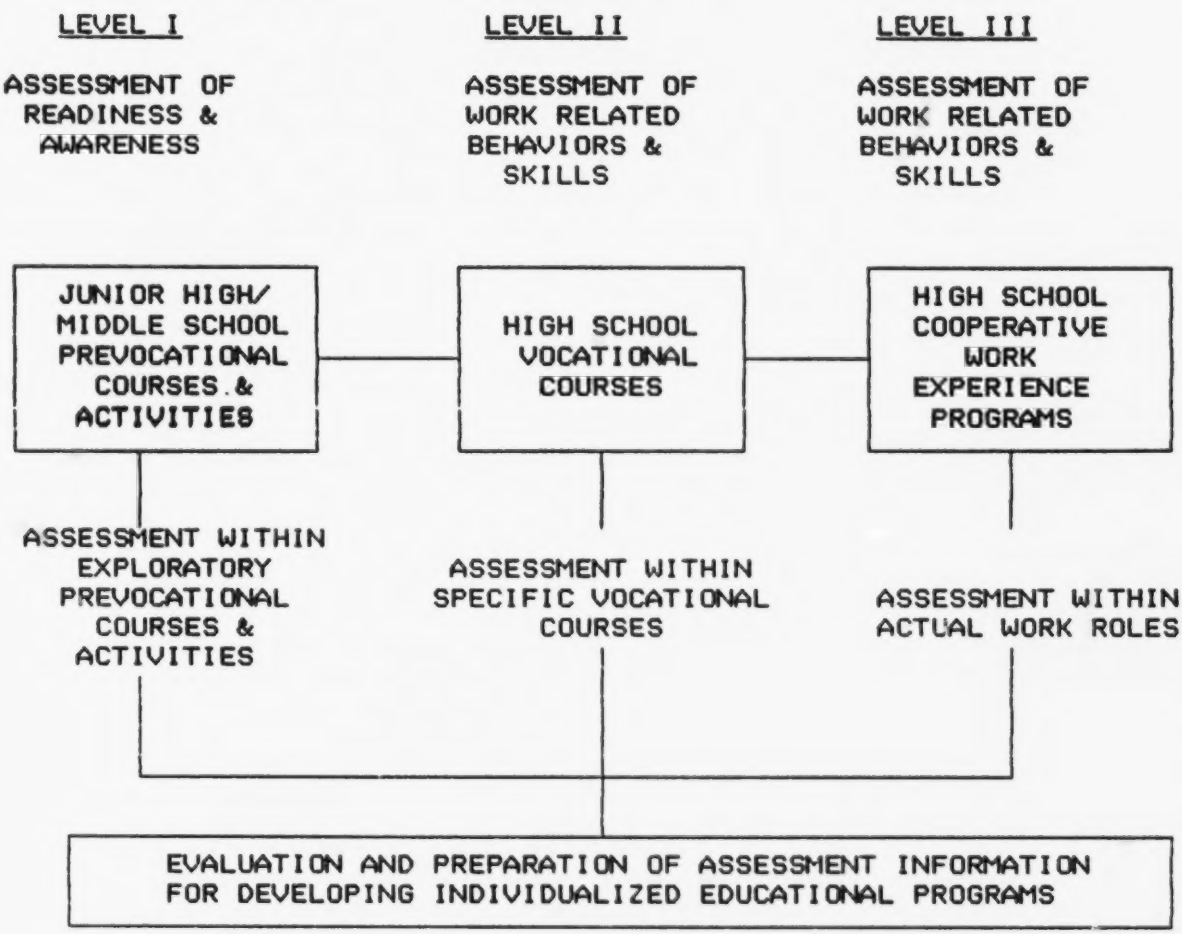

LEVEL I
ASSESSMENT OF READINESS & AWARENESS
LEVEL II
ASSESSMENT OF WORK RELATED BEHAVIORS & SKILLS
LEVEL III
ASSESSMENT OF WORK RELATED BEHAVIORS & SKILLS
JUNIOR HIGH/ MIDDLE SCHOOL PREVOCATIONAL COURSES & ACTIVITIES
HIGH SCHOOL VOCATIONAL COURSES
HIGH SCHOOL COOPERATIVE WORK EXPERIENCE PROGRAMS
ASSESSMENT WITHIN EXPLORATORY PREVOCATIONAL COURSES & ACTIVITIES
ASSESSMENT WITHIN SPECIFIC VOCATIONAL COURSES
ASSESSMENT WITHIN ACTUAL WORK ROLES
EVALUATION AND PREPARATION OF ASSESSMENT INFORMATION FOR DEVELOPING INDIVIDUALIZED EDUCATIONAL PROGRAMS

FIGURE II

LEVEL I

ASSESSMENT OF READINESS AND AWARENESS

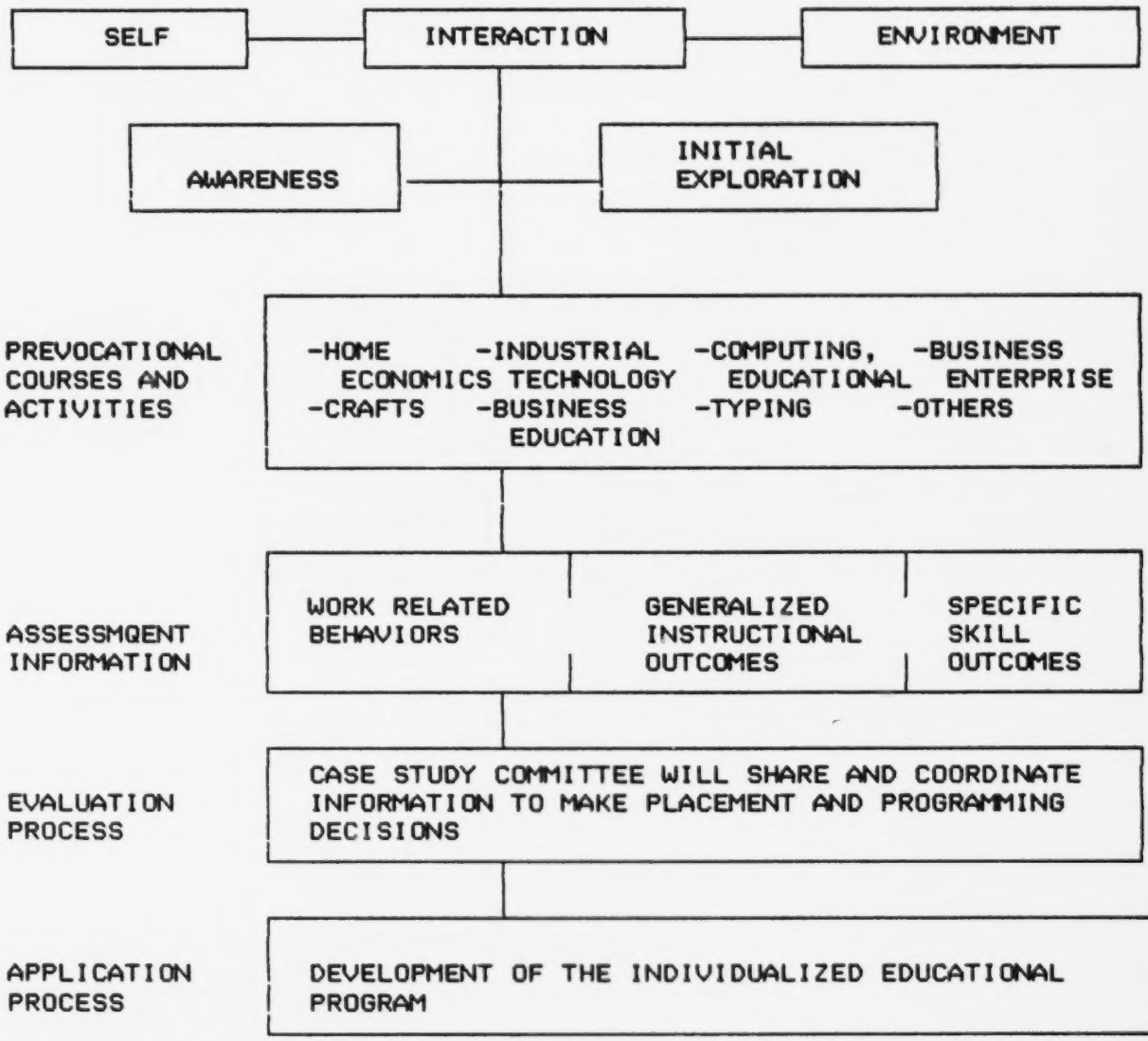
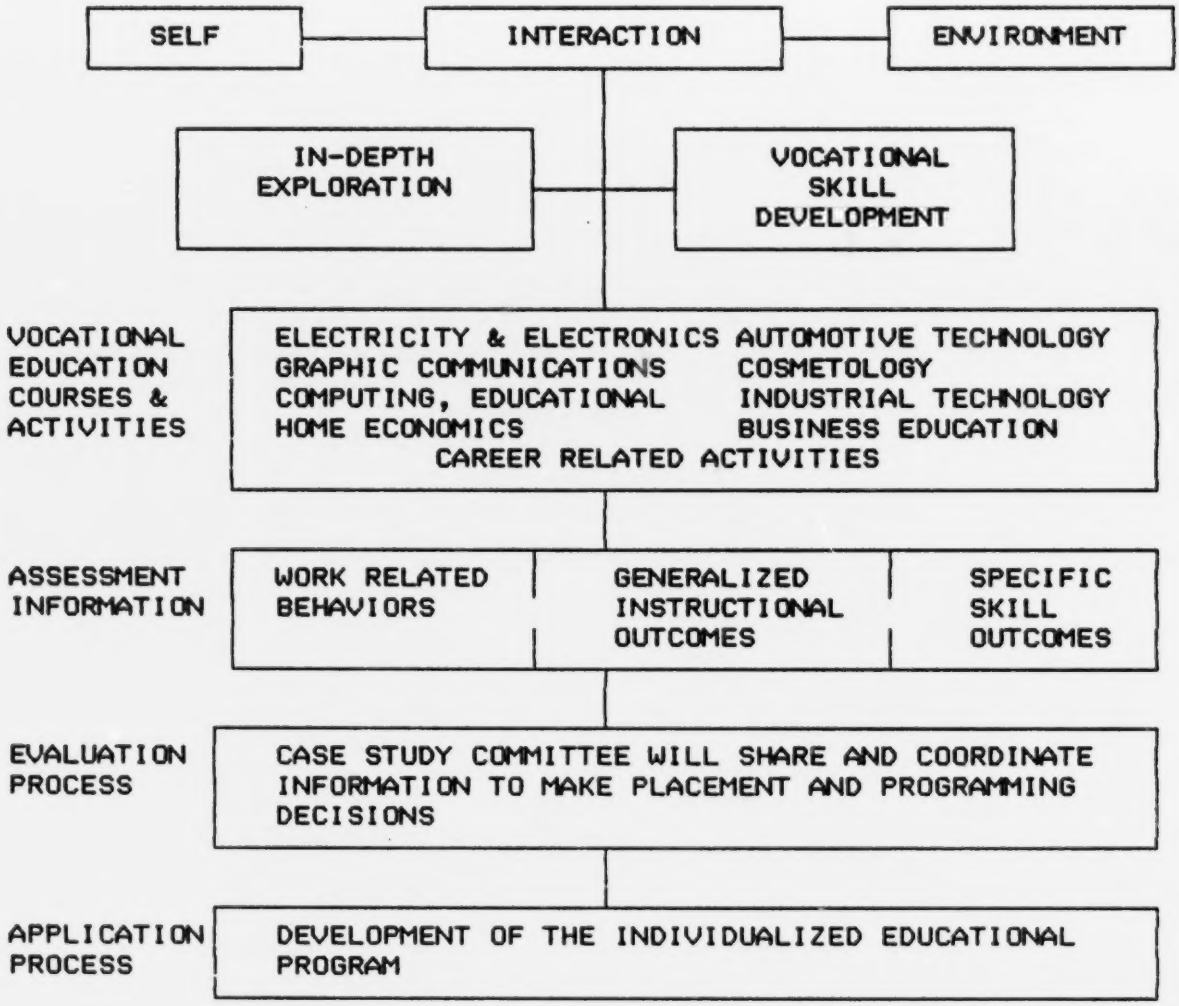


FIGURE III

LEVEL II

ASSESSMENT OF WORK RELATED BEHAVIORS AND SKILLS



Level II performance outcomes should be assessed in the eight or more vocational courses provided by DoDDS, as well as in other career-oriented programs and activities available in the high school setting.

In Level II assessment (as in Level I) vocational instructors complete a vocational assessment rating form which covers three performance areas (work related behaviors, generalized instructional outcomes, and specific skill outcomes) for each handicapped student in his/her courses. Ratings at this level should reflect an emphasis on in-depth exploration and skill development and on more specific assessment information which can be forwarded to and processed by the CSC, where it will contribute to more appropriate placement and programming decisions for handicapped students.

III. Level III: Assessment of Work Related Behaviors and Skills in Work Experience Settings

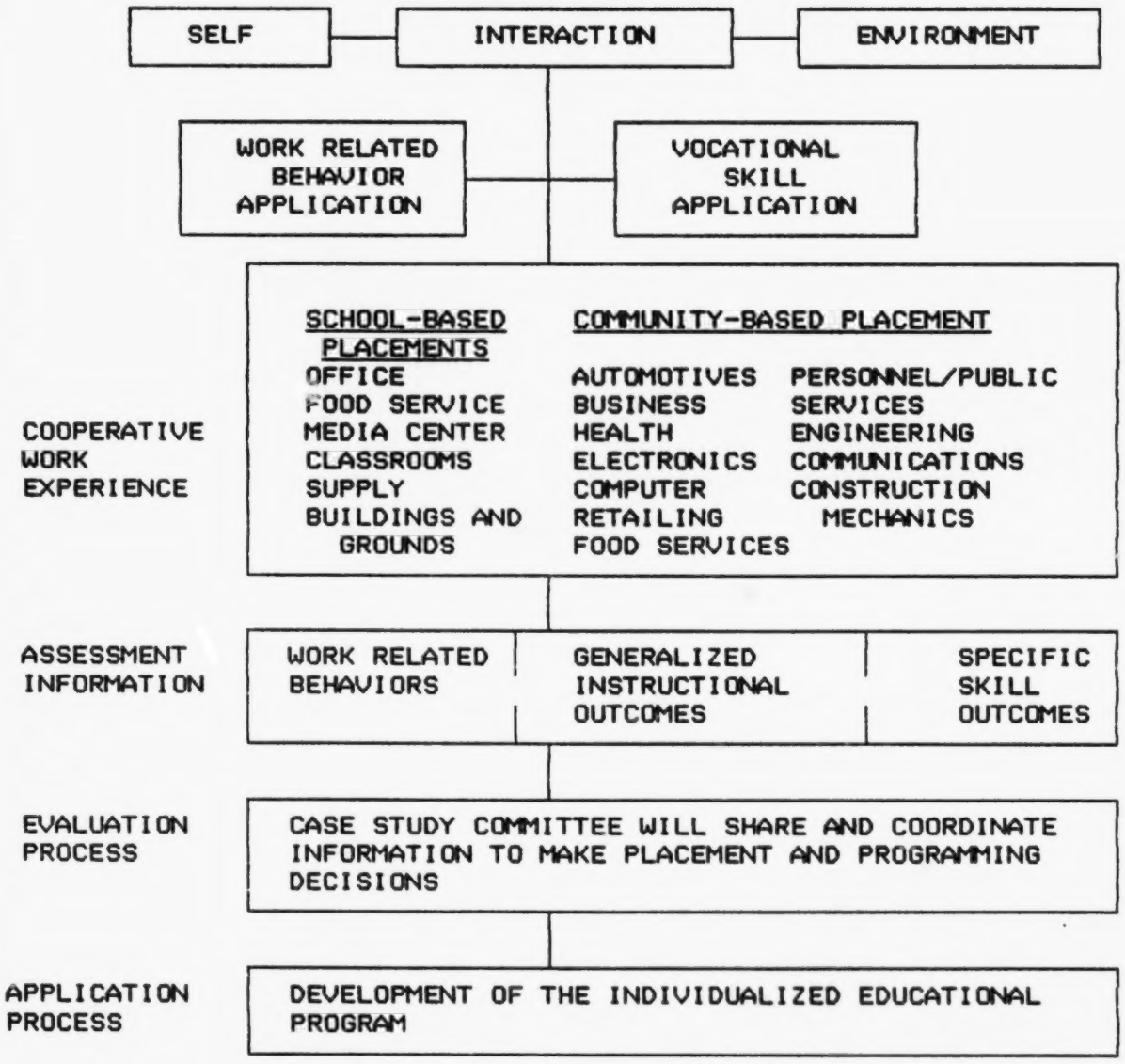
The next step in the developmental assessment process is the collection of data on student competency in actual work settings. This normally occurs for students at the 11th and 12th grade levels. Vocational assessment which focuses on a student's performance at an actual job site is frequently referred to as "situational assessment." This type of assessment measures a student's performance of vocationally appropriate skills and behaviors under the actual conditions of the work place. Handicapped students may participate in CWE as an extension of their participation in vocational courses or concurrently with their enrollment in vocational courses. Either school-based or community-based CWE placements may serve as settings for Level III assessment (Figure IV provides a sample listing of CWE placements). The number and type of school and community-based sites available at a given school or base location will vary according to the size and type of military facility in operation.

Following placement of handicapped students in CWE sites, the student's job supervisor, in cooperation with the CWE coordinator, completes the Vocational Assessment Rating Form. As in Level I and II, ratings are completed in the areas of work related behaviors, generalized instructional outcomes, and specific skill outcomes. The work supervisor or CWE coordinator may also complete additional rating instruments, as required. These, too, will be helpful to the program decision-making process. Following completion of the rating forms, the forms are forwarded to and processed by the CSC. As CWE coordinators continue to provide assessment ratings to the CSC, more appropriate placement and programming decisions should follow for the handicapped student.

FIGURE IV

LEVEL III

ASSESSMENT OF WORK RELATED BEHAVIORS AND SKILLS IN WORK EXPERIENCE SETTINGS



CHAPTER 3

IMPLEMENTATION PROCEDURES

I. Responsibilities of Individuals Participating in Assessment Process

A curriculum-based approach to vocational assessment requires the active participation of individuals from several disciplines within the educational setting. Collection, evaluation, and application of assessment information are completed at the school level with inservice and consultation support and assistance from the District Superintendents and Regional Office levels. A project management flow chart (Figure V) indicates role and responsibilities of school-level personnel. The management flow chart summarizes the critical responsibilities of key personnel in the assessment process.

II. Implementation Activities

Vocational assessment activities have been clustered and sequenced into six major task areas:

A. Initializing assessment process;

B. Conducting observations and completion of assessment rating forms;

C. Collecting and coordinating assessment information;

D. Presenting vocational assessment information during CSC meetings;

E. Using vocational assessment data to write goals and objectives on the IEP; and

F. Communicating goals/objectives and instructional modifications to receiving instructors by the CSC.

III. Directions for Implementation

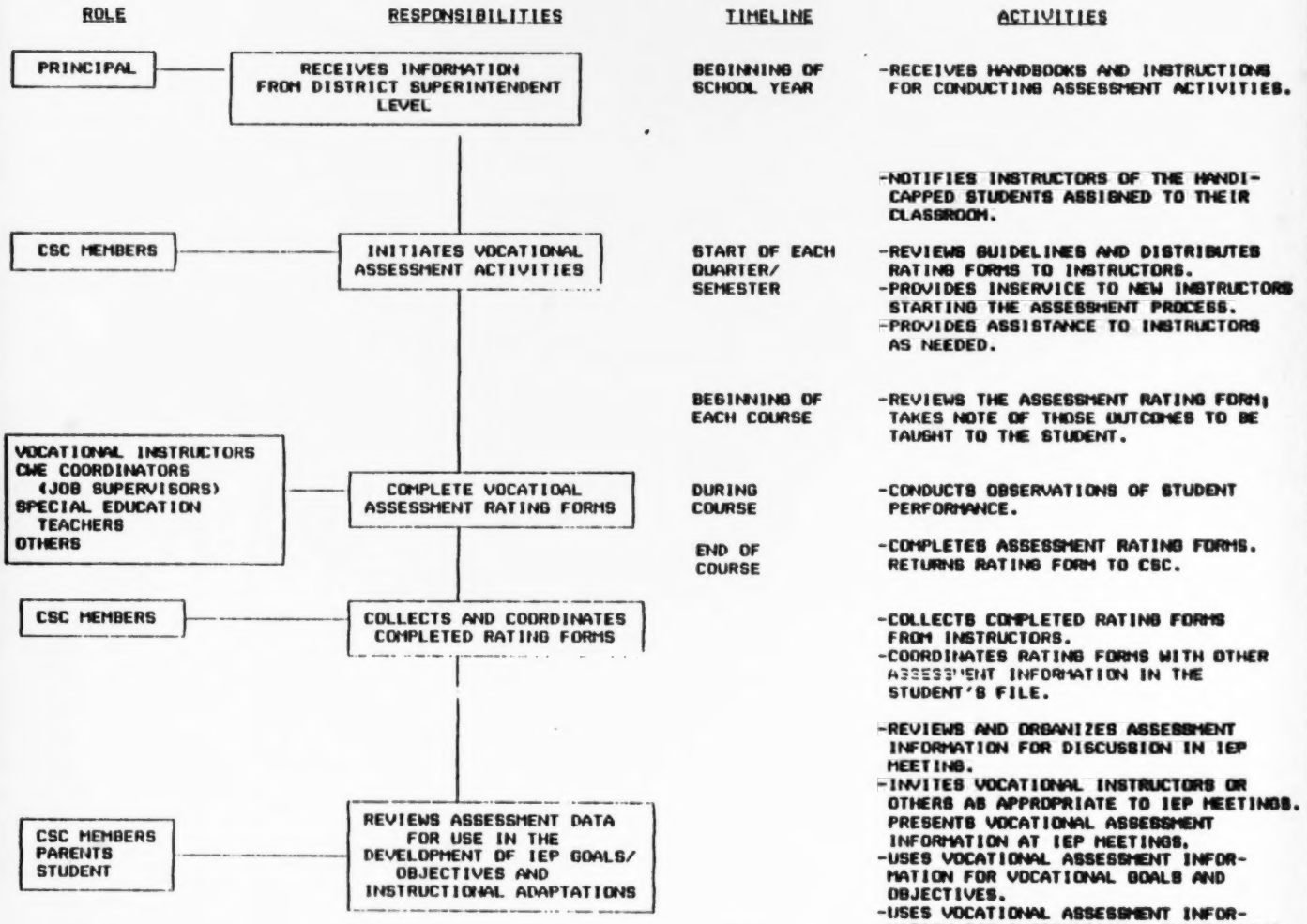
Curriculum-based career/vocational assessment activities are implemented for students identified as eligible for special education services by the school CSC. Actual procedures for conducting vocational assessment activities may vary from school to school. It is expected that each school will implement assessment procedures in a manner that is efficient and compatible with existing school policies and practices.

A. Student Entry Procedures

After a student has been determined eligible for special education, the CSC meets to develop an initial IEP which includes career/vocational performance levels, goals, and objectives. Initial career/vocational goals and objectives can be developed using the following sources of information:

FIGURE V

MANAGEMENT FLOW CHART


ROLE
RESPONSIBILITIES
TIMELINE
ACTIVITIES
PRINCIPAL
RECEIVES INFORMATION FROM DISTRICT SUPERINTENDENT LEVEL
BEGINNING OF SCHOOL YEAR
-RECEIVES HANDBOOKS AND INSTRUCTIONS FOR CONDUCTING ASSESSMENT ACTIVITIES.
-NOTIFIES INSTRUCTORS OF THE HANDICAPPED STUDENTS ASSIGNED TO THEIR CLASSROOM.
CSC MEMBERS
INITIATES VOCATIONAL ASSESSMENT ACTIVITIES
START OF EACH QUARTER/ SEMESTER
-REVIEWS GUIDELINES AND DISTRIBUTES RATING FORMS TO INSTRUCTORS.
-PROVIDES INSERVICE TO NEW INSTRUCTORS STARTING THE ASSESSMENT PROCESS.
-PROVIDES ASSISTANCE TO INSTRUCTORS AS NEEDED.
VOCATIONAL INSTRUCTORS
CWE COORDINATORS (JOB SUPERVISORS)
SPECIAL EDUCATION TEACHERS
OTHERS
COMPLETE VOCATIONAL ASSESSMENT RATING FORMS
BEGINNING OF EACH COURSE
-REVIEWS THE ASSESSMENT RATING FORM; TAKES NOTE OF THOSE OUTCOMES TO BE TAUGHT TO THE STUDENT.
DURING COURSE
-CONDUCTS OBSERVATIONS OF STUDENT PERFORMANCE.
END OF COURSE
-COMPLETES ASSESSMENT RATING FORMS. RETURNS RATING FORM TO CSC.
CSC MEMBERS
COLLECTS AND COORDINATES COMPLETED RATING FORMS
-COLLECTS COMPLETED RATING FORMS FROM INSTRUCTORS.
-COORDINATES RATING FORMS WITH OTHER ASSESSMENT INFORMATION IN THE STUDENT'S FILE.
CSC MEMBERS
PARENTS
STUDENT
REVIEWS ASSESSMENT DATA FOR USE IN THE DEVELOPMENT OF IEP GOALS/ OBJECTIVES AND INSTRUCTIONAL ADAPTATIONS
-REVIEWS AND ORGANIZES ASSESSMENT INFORMATION FOR DISCUSSION IN IEP MEETING.
-INVITES VOCATIONAL INSTRUCTORS OR OTHERS AS APPROPRIATE TO IEP MEETINGS. PRESENTS VOCATIONAL ASSESSMENT INFORMATION AT IEP MEETINGS.
-USES VOCATIONAL ASSESSMENT INFORMATION FOR VOCATIONAL GOALS AND OBJECTIVES.
-USES VOCATIONAL ASSESSMENT INFORMATION FOR INSTRUCTIONAL SUGGESTIONS TO VOCATIONAL INSTRUCTOR.
-COPIES OF IEP AND RATING FORMS ARE SENT TO RECEIVING VOCATIONAL INSTRUCTOR.

SOURCE	INFORMATION PROVIDED
Various Tests, Rating Scales, etc.	- Developmental base line data on occupational aptitudes interests and achievement
Student	- Student interests, perception of needs, values, plans for the future
Parents	- Student interests - Student performance on tasks at home and in the community
Regular Education Teacher	- Recommendations and observations based on student performance in past course work or vocationally related activities
Other Academic Data	- Student performance on academic content necessary for successful participation in career/vocational courses or cooperative work experiences
Records	- Attendance history - Previous career/vocational experiences - Previous IEP goals, objectives, and outcomes

Based on the career/vocational goals and objectives developed for the student's initial IEP, placement is made in career exploration courses, vocational courses or CWE settings appropriate to the student's age, grade level, experience, and needs.

Once the student has been placed, curriculum-based vocational assessment data collection is initiated by the student's teachers or CWE coordinator. Assessment rating forms are completed, collected, and reviewed by the CSC to determine the need for further programming or program adaptation. All vocational assessment information is analyzed to generate future career/vocational goals and program recommendations.

B. Student Transition Procedures

Students moving from junior high/middle schools to high schools in the DoDDS system will be accompanied by a confidential folder containing vocational assessment data from their junior high exploratory courses and activities. This previous assessment data will be used to determine appropriate goals, further exploratory experiences, vocational courses and/or work placements for the student at the high school level.

The key personnel in organizing and transferring vocational assessment information from one school setting to the next are the CSC. The committee must also share assessment data and orient new instructors to the vocational assessment process.

C. Student Exiting Procedures

1. In accordance with DoD Instruction 1342.12, students exiting DoDDS or transferring from one DoDDS region to another with a current IEP may be served using one of the following options:

   a. The CSC of the receiving school or region may implement the IEP;

   b. The CSC may initiate a meeting to revise the IEP; or

   c. The CSC may initiate an evaluation of the student.

2. As the student exits or transfers within DoDDS, all vocational assessment data, including the Vocational Assessment Rating Forms, are forwarded to the receiving school along with other confidential information. The ratings of work related behaviors, generalized instructional outcomes, and specific skill outcomes will provide useful information about the student's career/vocational interests, aptitudes, and abilities. This data should be helpful for new career/vocational service providers in the following ways:

   a. It will indicate current levels of student competence in career/vocational curriculum areas;

   b. It will indicate behaviors and skills needed by the student to participate successfully in career/vocational courses and CWE work site experiences;

   c. It will contribute to the formulation of appropriate vocational goals and objectives for the student's new IEP;

   d. It will assist in decisions to modify/adapt vocational instruction (content, methodology, setting, materials/equipment); and

   e. It will assist in identifying and developing appropriate career/vocational course offerings and work experience sites.

D. Career/Vocational Assessment Environments

1. Vocational assessment rating forms have been developed to record a student's performance level in the career vocational courses and work site options available within DoDDS. These rating forms were developed:

   a. To assist in organizing and standardizing the assessment of career/vocational behaviors and competencies;

   b. To assist career/vocational and other service providers in developing IEP's for handicapped students; and

   c. To provide an ongoing record of student performance on career/vocational competencies required in the world of work.

2. Specific vocational assessment data collection forms have been developed for the following 19 career/vocational course areas and CWE settings (rating forms are found in Appendix I):

CAREER/VOCATIONAL OPTIONS	MIDDLE SCHOOL/ JUNIOR HIGH (GR 7-9)	HIGH SCHOOL (GR 10-12)	COOPERATIVE WORK EXPERIENCE
1. Automotive Technology/ Mechanics	-	X	X
2. Automotive Technology/ Small Engine Repair	-	X	X
3. Business Lab	X	X	X
4. Business Enterprise	X		
5. Computing, Educational	X	X	X
6. Cosmetology	X	X	X
7. Electricity	X	X	X
8. Electronics	-	X	X
9. Graphic Arts	X	X	X
10. Home Economics- Foods/Nutrition	X	X	X
11. Home Economics- Clothing/Textiles	X	X	X
12. Home Economics- Child Care	X	X	X
13. Industrial Technology- Woodworking	X	X	X
14. Industrial Technology- Metal Working	X	X	X
15. Industrial Technology- Drafting	X	X	X
16. JROTC	X	X	-
17. Modeling	-	X	X
18. Photography	-	X	X
19. Typing	X	X	X
20. CWE		X	X

X = Course may be offered at this level
- = Course not offered at this level

E. Vocational Assessment Rating Forms

1. For course offerings available at both the junior high/middle school and high school levels, the same vocational assessment rating form may be used. However, since the junior high/middle school offerings are of a career awareness/exploratory nature, expected proficiency levels may differ from those expected in high school course offerings. It is not expected at the junior high level that a student will complete all of the specific skill outcomes; thus, the instructor need not be concerned with rating every skill listed on the rating form. Space has been provided on the rating forms to list additional behaviors and competencies which an instructor might deem appropriate to represent the skills taught in a course.

2. CWE coordinators and job supervisors should select skill outcomes that most closely match the characteristics and expectations of the student's work site and should list them in the CWE assessment rating form. (Figure VI indicates the relationship between U.S. Department of Labor Career Fields, DoDDS Career/Vocational Offerings, and School/Community Work Placements.) The CWE assessment rating form includes listing of work related behaviors and generalized outcomes. The specific skill outcomes column must be filled in by the CWE coordinator cooperatively with the job supervisor.

3. Job supervisors should rate items which describe the student's performance of behaviors and skills expected at the work site. Job supervisors may also add competencies to the rating form and use other checklists and rating forms as appropriate to assess student performance on the work site.

FIGURE VI

DEPARTMENT OF DEFENSE DEPENDENT SCHOOLS

Relationship of Career Fields to Vocational Courses and Work Placement Opportunities in DoDDS

CAREER FIELDS	SCHOOL/COMMUNITY BASED PLACEMENTS	RELATED CAREER/ VOCATIONAL COURSES
Automotives	Motor Pool, Service Stations, Hobby Shops	Automotive Technology Small Engine Repair
Business Occupations	All Offices, Computer Center, Banks, Civilian Personnel Office, Accounting & Finance Offices	Business Education Computing, Educational
Health Occupations	Hospitals, Veterinary Centers, Infirmaries, Clinics, Red Cross	Home Economics
Electronics	Navigational Units, Power Plants, Audio Centers, Instrumentation Labs, Repair Maintenance Facilities	Electricity & Electronics
Computer	Banks, Administrative Offices, Finance & Accounting Offices, Education Centers	Computing, Educational
Food Services	Cafeterias, Mess Halls, Clubs, Inflight Meal Service, Veterinarian	Home Economics
Personal/ Public Services	Legal Offices, Special Services Offices, Post Offices, Education Centers, Libraries, Beauty Shops, Guidance Centers	Business Enterprise Business Education Cosmetology
Engineering	Engineering	Industrial Technology
Communications/ Media	Base Operations, Armed Forces Network, Graphic Centers, Travel Agencies, Public Information Centers, Audio/Visual Clubs	Graphic Communications Business Education
Construction	Engineering Offices, Contracting Agencies, Seabees	Industrial Technology
Mechanics	Flight Lines, Maintenance Shops	Automotive Technology Small Engine Repair
Retailing	Base Supply Offices, Base & Post Exchanges, Book Stores, Clubs	Business Education Business Enterprise

F. Data Collection Process

Data collection in the curriculum-based vocational assessment process involves: observation of student performance, recording of information, and completion of the assessment rating forms. Data are collected on work related behaviors, generalized instructional outcomes, and specific skill outcomes.

Following is a discussion of each step in the data collection process:

1. Observation

a. Work Related Behaviors

Work related behaviors consist of those behaviors which are critical for student success both in the classroom and on the job. They can be observed throughout the time a student spends in class. Work related behaviors are exhibited in all settings; yet, certain behaviors are more readily observed in particular settings (classroom, lab, or work sites). Definitions of the work related behaviors are included in Appendix II.

(1) During general classroom activities/lecture, the teacher may focus on whether the student:

(a) Displays appropriate habits and manners;
(b) Complies with attendance regulations;
(c) Practices punctuality;
(d) Displays appropriate conduct;
(e) Completes tasks accurately; and
(f) Completes tasks in a timely manner.

(2) During the student's demonstration of generalized instructional outcomes and specific skill outcomes, the teacher may also observe whether the student:

(a) Works unsupervised;
(b) Completes task accurately;
(c) Seeks assistance appropriately;
(d) Uses and cares for materials/ equipment;
(e) Complies with safety precautions;
(f) Solves problems effectively;
(g) Displays appropriate conduct;
(h) Relates to peers; and
(i) Cooperates as a team member.

(3) During the student's participation in CWE, the coordinator and work supervisor may focus on whether the student exhibits <u>all</u> of the work

related behaviors at a level acceptable in a competitive employment situation. As evident in the preceding examples, the observation and recording of work related behaviors should reflect the student's behavior over a period of time in a variety of settings. The more applied or "hands on" the requirements of the setting, the more indicative the observational data of probable student performance in actual work roles.

b. Generalized Instructional Outcomes

Generalized instructional outcomes are composed of competencies necessary for students to participate in vocational classrooms and CWE work sites. These competencies represent basic concepts the student must learn to participate fully in "hands on" laboratory experiences. Competencies at this level require the student to apply basic concepts and materials needed for the completion of specific occupational skills. Generalized instructional outcomes are observed in the student's individual responses/reactions, and in his/her performance on tests, homework, in-class activities, and other tasks defined by the teacher.

c. Specific Skill Outcomes

Specific skill outcomes are those skills specific to an occupational area. The student is observed performing a very specific competency, such as "replacing a wheel cylinder, filing numerically, recording stock information, or preparing a direct image plate." Competencies at this level ask that the student be able to replace, remove, adjust, clean, test, calculate, transcribe, etc. These competencies are observed as the student completes a task, project or work role, and are reflective of specific skills required in the world of work.

2. Recording Information

Most teachers have a system for collecting and recording information on student performance in their classrooms. Suggestions are offered for teachers/instructors to help supplement current record keeping practices in vocational assessment (see Appendix III). Whether this system is formal or informal it should allow for:

a. Accurate recording of behavior/skill performance data at various intervals as students participate in different tasks and activities;

b. Collection of data on a variety of tasks in the classroom or work site; and

c. Ready translation of data into a final standard of performance, a grade or a rating.

3. How to Complete Assessment Rating Forms (Also, included in Appendix III).

a. Performance Column (P):

At the end of each quarter or semester, teachers/supervisors completing these forms should check (✓) whether a student is performing (P) on a specific behavior or competency at the level of accuracy or proficiency expected by the instructor. The standard of proficiency may vary in relation to course content, instructional level and/or degree to which competitive standards are used in the vocational area.

b. Performance with Modification Column (M):

For those students who can perform a skill or behavior at the expected proficiency level only with modifications, an M (symbolizing "proficient with modification") should be checked. Appendix III-3 provides an example listing of possible modifications that might be made by the vocational instructor.

c. Unrated Behaviors or Skills:

If an instructor did not have an opportunity to rate a behavior/skill or if the student was unable to perform the skill even with modification, no mark should be made for that specific skill item.

d. Overall Rating:

On the bottom of the rating form, the instructor should indicate his/her opinion of the student's overall interest in and aptitude for the occupational area of instruction.

e. Additional Information/Modification:

Any modifications made to enable a student to achieve proficiency should be indicated as specifically as possible on the back of the rating form (see Appendix III).

f. Comments:

On the back of the rating form the instructor should also indicate any additional pertinent information regarding:

(1) Student class participation;
(2) Teaching techniques; and
(3) Program recommendations.

g. Review and Sign Rating Form:

When all ratings have been completed for the Vocational Assessment Rating Form, the instructor/work supervisor should review the form for accuracy. The form should then be signed, dated, and forwarded to the CSC.

G. Coordinating Vocational Assessment Rating Forms

The CSC will coordinate completion, collection, and preparation of assessment rating forms for use in the CSC meeting. The following suggestions are included to assist in this process:

1. The CSC should complete the appropriate identifying information at the top of the Vocational Assessment Rating Form prior to sending the form to the vocational instructor for completion.

2. At the beginning of each quarter/semester, the CSC should send to each vocational instructor a Vocational Assessment Rating Form for each handicapped student in that instructor's course(s) even though the handicapped student may not have a vocational IEP.

3. Before the end of the quarter/semester or grading period, the CSC should review the student's file to determine whether the Vocational Assessment Rating Forms have been returned by each of the student's vocational instructors or job supervisors.

4. Any missing forms should be secured by the CSC and placed in the student's file.

H. Applying Vocational Assessment Data

1. The information collected via the Vocational Assessment Rating Form can be used in numerous ways. In general, this information should enable educational personnel to identify student strengths, limitations, interests, and goals. In addition, the assessment data can be used to meet specific programming needs of both the CSC and of vocational and CWE instructors.

2. For example, a primary use of vocational assessment data by the CSC will no doubt focus on the development of a student's individualized education plan. Data from the Vocational Assessment Rating Forms can also be used in IEP meetings with other data describing the student's present level of performance to:

   a. Make decisions concerning career/vocational course placement;

   b. Develop career/vocational goals and objectives for the IEP;

c. Assist in the development of career related goals and objectives in basic content areas (reading, math, science, etc.); and

d. Discuss the handicapped student's general career interest and aptitude.

3. An IEP written for middle/junior high or high school students should include and integrate career/vocational goals and objectives. A CSC reviewing records of a student with no previous formal career/vocational assessment data might recommend that general exploratory career/vocational awareness objectives be included in the student's IEP. Career exploratory teachers and vocational instructors are appropriate sources for determining these objectives.

4. Data from the vocational assessment rating forms will further enable vocational instructors receiving handicapped students to make programming decisions which affect course/classroom instruction and procedures. Specifically, vocational instructors can use vocational assessment data in their classrooms to:

a. Plan individualized instruction, activities, and projects;

b. Determine needed modifications/adaptations in setting, materials, content, instructional presentation, and equipment;

c. Identify support services needed for the handicapped student to succeed in the course; and

d. Determine additional safety precautions which might be appropriate for the handicapped student in a shop environment.

I. Contributions that Career/Vocational Education Teachers Can Make in Developing/Modifying an IEP

1. The career/vocational education teacher may make a number of contributions in developing and modifying an IEP to meet the needs of students and reflect the reality of the vocational education program, i.e.:

a. Provide information to the CSC about available vocational education programs;

b. Contribute to the development of annual goals and short term objectives relative to the career/vocational program in which the student will be enrolled;

c. Provide specific information on the instructional, curricular, and equipment modifications necessary for handicapped students;

d. Provide specific information on support services handicapped students require in order to succeed in vocational courses;

e. Provide assessment information regarding the student's performance in their vocational area; and

f. Participate as a member of the CSC.

2. Career/vocational education teachers may also provide informational assistance to special education teachers, counselors, and other professionals regarding the content and teaching methodologies of career/vocational education. Open communication between special education and career/vocational personnel concerning mutual goals, objectives, and methodology enhances the abilities of both groups to work together in expanding the student's career options.

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Success at Work (High-interest low-level reader). Steck-Vaughn.
The Way to Work (High-interest low-level reader). Quercus Corporation. Brigance Vocational Objectives.

Appendix I

VOCATIONAL ASSESSMENT
RATING FORMS

1. Automotive Technology/Mechanics
2. Automotive Technology/Small Engine Repair
3. Business Enterprise
4. Business Lab
5. Computing, Educational
6. Cooperative Work Experience
7. Cosmetology
8. Electricity
9. Electronics
10. Graphic Arts
11. Home Economics-Child Care
12. Home Economics-Clothing/Textiles
13. Home Economics-Foods/Nutrition
14. Industrial Technology--Drafting
15. Industrial Technology--Metals
16. Industrial Technology--Woods
17. JROTC
18. Modeling
19. Photography
20. Typing
21. Blank Vocational Assessment Rating Form

DoDDS-G CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM

AUTO TECH -- MECHANICS

COURSE LENGTH: 9 WKS __ 18 WKS __

STUDENT LAST NAME FIRST SEX (M F) GRADE SCHOOL

DIRECTIONS:
1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION.
3. CHECK M IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED.
4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS	P	M
1. Display initiative		
2. Exhibit a desire to improve		
3. Display integrity		
4. Exhibit self-confidence		
5. Display frustration tolerance		
6. Exhibit flexibility		
7. Make judgments and decisions		
8. Relate with peers/co-workers		
9. Relate with teachers/supervisors		
10. Cooperate as a team member		
11. Accept constructive criticism		
12. Work unsupervised		
13. Complete tasks accurately		
14. Complete tasks in a timely manner		
15. Seek assistance appropriately		
16. Display appropriate habits/manners		
17. Display appropriate appearance		
18. Comply with attendance regulations		
19. Practice punctuality		
20. Display appropriate conduct		
21. Care for materials/equipment		

II. GENERALIZED OUTCOMES	P	M
1. Understand oral directions		
2. Give oral directions		
3. Understand written directions		
4. Apply related terminology		
5. Apply related measurement functions		
6. Apply related math computations		
7. Apply related science concepts		
8. Practice related hygienic requirements		
9. Demonstrate safety precautions		
10. Demonstrate problem solving technique		
11. Show interest in occupational area		
12. Perform equipment maintenance		
13. Understand employer-employee roles		
14. Understand function of a supervisor		
15. Understand role of employee evaluation		
16. Understand business enterprise function		

III. SPECIFIC SKILL OUTCOMES	P	M
1. Use service manual		
2. Inspect exhaust system		
3. Replace exhaust manifold		
4. Replace muffler		
5. Remove and replace oil pump		
6. Remove and replace oil pan		
7. Replace tailpipe assemblies		
8. Lubricate universal joints		
9. Lubricate the front/rear suspension		
10. Clean, gap, and test spark plugs		
11. Replace flasher units		
12. Replace starters		
13. Clean or replace fuel filters		
14. Remove and replace fuel pump		
15. Check coolant system		
16. Chemically clean/flush cooling system		
17. Inspect, adjust, or replace fan belts		
18. Remove and replace radiators		
19. Replace heater hoses		
20. Replace water pump		
21. Test and replace thermostat		
22. Replace shock absorbers and mountings		
23. Lubricate steering gears and linkage		
24. Adjust brakes		
25. Adjust parking brakes		
26. Bleed hydraulic brakes		
27. Inspect/replace disc brake pads		
28. Replace wheel cylinder		
29. Replace brake shoes		
30. Replace master cylinder		
31. Balance wheels and tires		
32. Service electrical system		
33. Perform body repair/refinishing		
34. Service air conditioning		

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE

DSG FORM 2819.9-R (July 1986)

PLEASE RETURN THIS FORM TO THE CSC.

DoDDS-G CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM AUTO TECH -- SMALL ENGINES

COURSE LENGTH: 9 WKS __ 18 WKS __

STUDENT LAST NAME FIRST SEX (M F) GRADE SCHOOL

DIRECTIONS:
1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION.
3. CHECK M IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED.
4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS	P	M
1. Display initiative		
2. Exhibit a desire to improve		
3. Display integrity		
4. Exhibit self-confidence		
5. Display frustration tolerance		
6. Exhibit flexibility		
7. Make judgments and decisions		
8. Relate with peers/co-workers		
9. Relate with teachers/supervisors		
10. Cooperate as a team member		
11. Accept constructive criticism		
12. Work unsupervised		
13. Complete tasks accurately		
14. Complete tasks in a timely manner		
15. Seek assistance appropriately		
16. Display appropriate habits/manners		
17. Display appropriate appearance		
18. Comply with attendance regulations		
19. Practice punctuality		
20. Display appropriate conduct		
21. Care for materials/equipment		

II. GENERALIZED OUTCOMES	P	M
1. Understand oral directions		
2. Give oral directions		
3. Understand written directions		
4. Apply related terminology		
5. Apply related measurement functions		
6. Apply related math computations		
7. Apply related science concepts		
8. Practice related hygienic requirements		
9. Demonstrate safety precautions		
10. Demonstrate problem solving technique		
11. Show interest in occupational area		
12. Perform equipment maintenance		
13. Understand employer-employee roles		
14. Understand function of a supervisor		
15. Understand role of employee evaluation		
16. Understand business enterprise function		

III. SPECIFIC SKILL OUTCOMES	P	M
1. Complete a standard safety test		
2. Identify and uses common hand tools		
3. Safely operates power tools		
4. Identify various fasteners		
5. Explain principles of 2-cycle engine		
6. Identify systems in 2-cycle engine		
7. Disassemble 2-cycle engine		
8. Inspects parts for wear or damage		
9. Re-assembles 2-stroke-cycle engine and test runs		
10. Explain principles of 4-cycle engine		
11. Identify systems of 4-cycle engine		
12. Service the ignition system		
13. Uses the magneto tester		
14. Service carburetor and fuel system		
15. Service the valve train		
16. Clean/adjust gap/test/install/spark plug		
17. Re-assembles 4-stroke-cycle engine		
18. Test run and adjust engine		
19. Check factors to perform maintenance		
20. Replace starter rope		
21. Replace starter spring		
22. Diagnose component part problems		
23. Identify power driven equipment		
24. Adjust height of lawnmower blade		
25. Lubricate lawnmower		
26. Change oil and filters on lawnmower		
27. Perform tune-up on lawnmower		
28. Sharpen/balance blade, replace belts		
29. Test run repaired lawnmower		
30. Set up arc welding equipment		
31. Strike arc and run bead with arc welder		
32. Set up gas welding equipment		
33. Light and adjust torch		
34. Run a bead without welding rod		
35. Run a bead with welding rod		

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE

DSG FORM 2819.9-R (July 1986) PLEASE RETURN THIS FORM TO THE CSC.

DoDDS-G CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM BUSINESS ENTERPRISE

COURSE LENGTH: 9 WKS __ 18 WKS __

STUDENT LAST NAME FIRST M F SEX GRADE SCHOOL

DIRECTIONS:
1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION.
3. CHECK M IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED.
4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS	P	M
1. Display initiative		
2. Exhibit a desire to improve		
3. Display integrity		
4. Exhibit self-confidence		
5. Display frustration tolerance		
6. Exhibit flexibility		
7. Make judgments and decisions		
8. Relate with peers/co-workers		
9. Relate with teachers/supervisors		
10. Cooperate as a team member		
11. Accept constructive criticism		
12. Work unsupervised		
13. Complete tasks accurately		
14. Complete tasks in a timely manner		
15. Seek assistance appropriately		
16. Display appropriate habits/manners		
17. Display appropriate appearance		
18. Comply with attendance regulations		
19. Practice punctuality		
20. Display appropriate conduct		
21. Care for materials/equipment		

II. GENERALIZED OUTCOMES	P	M
1. Understand oral directions		
2. Give oral directions		
3. Understand written directions		
4. Apply related terminology		
5. Apply related measurement functions		
6. Apply related math computations		
7. Apply related science concepts		
8. Practice related hygienic requirements		
9. Demonstrate safety precautions		
10. Demonstrate problem solving technique		
11. Show interest in occupational area		
12. Perform equipment maintenance		
13. Understand employer-employee roles		
14. Understand function of a supervisor		
15. Understand role of employee evaluation		
16. Understand business enterprise function		

III. SPECIFIC SKILL OUTCOMES	P	M
1. Prepare cash drawer for daily business		
2. Operate cash register		
3. Conduct retail sales transactions		
4. Make change		
5. Balance cash fund/cash register		
6. Fill-in cashier check list/each report		
7. Write customer charges/sales receipts		
8. Provide basic typing		
9. Perform basic filing procedures		
10. Operate calculator/computer		
11. Compute dollars/sense		
12. Compute numbers/averages		
13. Prepare shopping list		
14. Wrap bag merchandise		
15. Service the valve train		
16. Price/mark merchandise		
17. Stock merchandise		
18. Sort/arrange by color/size/type		
19. Weigh/count/measure/items/ingredients		
20. Assemble orders from stock		
21. Inventory stock/supplies/equipment		
22. Prepare income/expense statements		
23. Analyze income/expense statements		
24. Use hand tools		
25. Operate power tools		
26. Follow systematic production planning		
27. Operate vacuum-form equipment		
28. Apply stains/shellac/varnish		
29. Assemble product components		
30. Measure/cut materials		
31. Produce handcrafted products		
32. Design handcrafted products		
33. Operate duplicating machines		
34. Operate handset printing press		
35. Set printing type		
36. Prepare meals		
37. Serve food		
38. Use kitchen utensils/hand appliances		
39. Operate stove/microwave/washer/dryer		
40. Clean utensils/equipment/areas		

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE

DSG FORM 2819.9-R (July 1986) PLEASE RETURN THIS FORM TO THE CSC.

DoDDS-G CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM BUSINESS LAB

COURSE LENGTH: 9 WKS __ 18 WKS __

STUDENT LAST NAME FIRST M F SEX GRADE SCHOOL

DIRECTIONS:
1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION.
3. CHECK M IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED.
4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS	P	M
1. Display initiative		
2. Exhibit a desire to improve		
3. Display integrity		
4. Exhibit self-confidence		
5. Display frustration tolerance		
6. Exhibit flexibility		
7. Make judgments and decisions		
8. Relate with peers/co-workers		
9. Relate with teachers/supervisors		
10. Cooperate as a team member		
11. Accept constructive criticism		
12. Work unsupervised		
13. Complete tasks accurately		
14. Complete tasks in a timely manner		
15. Seek assistance appropriately		
16. Display appropriate habits/manners		
17. Display appropriate appearance		
18. Comply with attendance regulations		
19. Practice punctuality		
20. Display appropriate conduct		
21. Care for materials/equipment		

II. GENERALIZED OUTCOMES	P	M
1. Understand oral directions		
2. Give oral directions		
3. Understand written directions		
4. Apply related terminology		
5. Apply related measurement functions		
6. Apply related math computations		
7. Apply related science concepts		
8. Practice related hygienic requirements		
9. Demonstrate safety precautions		
10. Demonstrate problem solving technique		
11. Show interest in occupational area		
12. Perform equipment maintenance		
13. Understand employer-employee roles		
14. Understand function of a supervisor		
15. Understand role of employee evaluation		
16. Understand business enterprise function		

III. SPECIFIC SKILL OUTCOMES	P	M
1. Operate a calculator effectively		
2. Complete job interview successfully		
3. Complete social security application		
4. Complete application for employment		
5. Complete W-4 form		
6. Use reference materials		
7. Retrieve information from files		
8. Use various dictation equipment		
9. Use photocopier effectively		
10. Sort/route/distribute mail		
11. Operate collator		
12. Filing alphabetically		
13. File by subject		
14. File chronologically		
15. File numerically		
16. File geographically		
17. Prepare personal data sheet/resume		
18. Prepare letters/application/request		
19. Compose letters of application/request		
20. Prepare follow-up letter		
21. Write routine/specialized letters		
22. Type varied forms/communications		
23. Use equipment to produce documents		
24. Identify/classify basic documents		
25. Perform record keeping		
26. Transcribe 40 wpm with 0 errors or less		
27. Transcribe 60 wpm with 0 errors or less		
28. Access/operate a computer		
29. Name tasks for computer utilization		
30. Use computer in problem solving		
31. Know basic kinds of business		
32. Identify function of business enterprise		
33. Distinguish between gross/net profit		
34. List sources of consumer information		
35. Know role of labor unions		
36. List reasons for saving money		
37. Prepare income tax return		
38. Complete job application		
39. Complete job interview		
40. Complete social security application		

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE

DSG FORM 2819.9-R (July 1986) PLEASE RETURN THIS FORM TO THE CSC.

DoDDS-G CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM — COMPUTING, EDUCATIONAL

COURSE LENGTH: 9 WKS __ 18 WKS __

STUDENT LAST NAME FIRST SEX (M F) GRADE SCHOOL

DIRECTIONS:
1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION.
3. CHECK M IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED.
4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS	P	M
1. Display initiative		
2. Exhibit a desire to improve		
3. Display integrity		
4. Exhibit self-confidence		
5. Display frustration tolerance		
6. Exhibit flexibility		
7. Make judgments and decisions		
8. Relate with peers/co-workers		
9. Relate with teachers/supervisors		
10. Cooperate as a team member		
11. Accept constructive criticism		
12. Work unsupervised		
13. Complete tasks accurately		
14. Complete tasks in a timely manner		
15. Seek assistance appropriately		
16. Display appropriate habits/manners		
17. Display appropriate appearance		
18. Comply with attendance regulations		
19. Practice punctuality		
20. Display appropriate conduct		
21. Care for materials/equipment		

II. GENERALIZED OUTCOMES	P	M
1. Understand oral directions		
2. Give oral directions		
3. Understand written directions		
4. Apply related terminology		
5. Apply related measurement functions		
6. Apply related math computations		
7. Apply related science concepts		
8. Practice related hygienic requirements		
9. Demonstrate safety precautions		
10. Demonstrate problem solving technique		
11. Show interest in occupational area		
12. Perform equipment maintenance		
13. Understand employer-employee roles		
14. Understand function of a supervisor		
15. Understand role of employee evaluation		
16. Understand business enterprise function		

III. SPECIFIC SKILL OUTCOMES	P	M
1. Identify/maintain layout tools		
2. Read a rule		
3. Derive accurate measurement		
4. Solve shop math problems		
5. Sketch to job specifications		
6. Produce/revise layouts		
7. Use a line gauge		
8. Determine reproduction sizes		
9. Use copy preparation tools		
10. Prepare a paste-up		
11. Proof copy		
12. I.D./use process darkroom		
13. Make a positive		
14. Lay out a flat		
15. Perform striping procedures		
16. Prepare hand cut stencil		
17. Prepare photo indirect stencil		
18. Clean/maintain screens		
19. Print from direct image plate		
20. Print from paper master		
21. Prepare a presensitized plate		
22. Determine correct exposure		
23. Set up/operate/clean 375 press		
24. Set up/operate/clean 326 press		
25. Set up/operate/clean 310 press		
26. Prepare/print duotone		
27. Prepare/print posterization		
28. Prepare paste-up for multic		
29. Print 4-color work		
30. Operate/maintain binding equipment		
31. Fold paper		
32. Jog and collate paper		
33. Perforate paper		
34. Cut/trim paper		

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE

DSG FORM 2819.9-R (July 1986) PLEASE RETURN THIS FORM TO THE CSC.

DoDDS-G CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM — COOPERATIVE WORK EXPERIENCE

COURSE LENGTH: 9 WKS __ 18 WKS __

STUDENT LAST NAME FIRST SEX (M F) GRADE SCHOOL

DIRECTIONS:
1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION.
3. CHECK M IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED.
4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS	P	M
1. Display initiative		
2. Exhibit a desire to improve		
3. Display integrity		
4. Exhibit self-confidence		
5. Display frustration tolerance		
6. Exhibit flexibility		
7. Make judgments and decisions		
8. Relate with peers/co-workers		
9. Relate with teachers/supervisors		
10. Cooperate as a team member		
11. Accept constructive criticism		
12. Work unsupervised		
13. Complete tasks accurately		
14. Complete tasks in a timely manner		
15. Seek assistance appropriately		
16. Display appropriate habits/manners		
17. Display appropriate appearance		
18. Comply with attendance regulations		
19. Practice punctuality		
20. Display appropriate conduct		
21. Care for materials/equipment		

II. GENERALIZED OUTCOMES	P	M
1. Understand oral directions		
2. Give oral directions		
3. Understand written directions		
4. Apply related terminology		
5. Apply related measurement functions		
6. Apply related math computations		
7. Apply related science concepts		
8. Practice related hygienic requirements		
9. Demonstrate safety precautions		
10. Demonstrate problem solving technique		
11. Show interest in occupational area		
12. Perform equipment maintenance		
13. Understand employer-employee roles		
14. Understand function of a supervisor		
15. Understand role of employee evaluation		
16. Understand business enterprise function		

III. SPECIFIC SKILL OUTCOMES	P	M

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

JOB SUPERVISOR'S SIGNATURE DATE

DSG FORM 2819.9-R (July 1986)

PLEASE RETURN THIS FORM TO THE CSC.

DoDDS-G CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM COSMETOLOGY

COURSE LENGTH: 9 WKS __ 18 WKS __

STUDENT LAST NAME FIRST M F SEX GRADE SCHOOL

DIRECTIONS:
1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION.
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4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS	P	M
1. Display initiative		
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9. Relate with teachers/supervisors		
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17. Display appropriate appearance		
18. Comply with attendance regulations		
19. Practice punctuality		
20. Display appropriate conduct		
21. Care for materials/equipment		

II. GENERALIZED OUTCOMES	P	M
1. Understand oral directions		
2. Give oral directions		
3. Understand written directions		
4. Apply related terminology		
5. Apply related measurement functions		
6. Apply related math computations		
7. Apply related science concepts		
8. Practice related hygienic requirements		
9. Demonstrate safety precautions		
10. Demonstrate problem solving technique		
11. Show interest in occupational area		
12. Perform equipment maintenance		
13. Understand employer-employee roles		
14. Understand function of a supervisor		
15. Understand role of employee evaluation		
16. Understand business enterprise function		

III. SPECIFIC SKILL OUTCOMES	P	M
1. Sanitize the service area		
2. Sanitize implements		
3. Give a basic shampoo		
4. Shampoo lightened hair		
5. Give special rinses		
6. Give a basic scissors cut		
7. Give a razor cut		
8. Layer-cut hair		
9. Slither hair		
10. Shingle hair		
11. Thin hair with razor		
12. Use thinning shears		
13. Give a finger wave		
14. Give a marcel wave		
15. Make pin curls		
16. Make roller curls		
17. Comb hair into style		
18. Blow-style hair		
19. Straighten hair		
20. Perform a color analysis		
21. Mix water base solution		
22. Mix permanent coloring solutions		
23. Perform skin sensitivity test		
24. Apply hair toners		
25. Apply semi-permanent tint		
26. Apply temporary tint		
27. Apply permanent tint		
28. Remove artificial color		
29. Lighten hair		
30. Apply bleach for retouch		
31. Frost/streak hair		
32. Give a cold wave		
33. Relax hair chemically		
34. Treat damaged hair		
35. Massage scalp		
36. Treat dandruff		
37. Treat dry or oily scalp		
38. Give a plain manicure		
39. Give an oil manicure		
40. Make nail repairs		

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE

DSG FORM 2819.9-R (July '986) PLEASE RETURN THIS FORM TO THE CSC.

DoDDS-G CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM — ELECTRICITY

COURSE LENGTH: 9 WKS __ 18 WKS __

STUDENT LAST NAME FIRST SEX (M F) GRADE SCHOOL

DIRECTIONS:
1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION.
3. CHECK M IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED.
4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS	P	M
1. Display initiative		
2. Exhibit a desire to improve		
3. Display integrity		
4. Exhibit self-confidence		
5. Display frustration tolerance		
6. Exhibit flexibility		
7. Make judgments and decisions		
8. Relate with peers/co-workers		
9. Relate with teachers/supervisors		
10. Cooperate as a team member		
11. Accept constructive criticism		
12. Work unsupervised		
13. Complete tasks accurately		
14. Complete tasks in a timely manner		
15. Seek assistance appropriately		
16. Display appropriate habits/manners		
17. Display appropriate appearance		
18. Comply with attendance regulations		
19. Practice punctuality		
20. Display appropriate conduct		
21. Care for materials/equipment		

II. GENERALIZED OUTCOMES	P	M
1. Understand oral directions		
2. Give oral directions		
3. Understand written directions		
4. Apply related terminology		
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6. Apply related math computations		
7. Apply related science concepts		
8. Practice related hygienic requirements		
9. Demonstrate safety precautions		
10. Demonstrate problem solving technique		
11. Show interest in occupational area		
12. Perform equipment maintenance		
13. Understand employer-employee roles		
14. Understand function of a supervisor		
15. Understand role of employee evaluation		
16. Understand business enterprise function		

III. SPECIFIC SKILL OUTCOMES	P	M
1. Wire doorbell and chime circuit		
2. Wire general lighting circuit		
3. Wire small appliance circuit		
4. Wire multiware circuit		
5. Wire window air conditioner outlet		
6. Wire electric clother dryer outlet		
7. Wire electric range outlet		
8. Wire ground fault circuit		
9. Split receptacle circuit		
10. Wire/install electric baseboard heat		
11. Wire/install smoke/fire detector		
12. Install low voltage lighting control		
13. Select/install overcurrent devices		
14. Repair non-operative circuit		
15. Repair malfunctioning circuit		
16. Test for continuity		
17. Measure resistance		
18. Measure voltage		
19. Measure current		
20. Cut/ream/thread conduit		
21. Bend/install conduit		
22. Pull wire		
23. Calculate conduit size		
24. bend/install tubing		
25. Describe symbols/schematics/diagrams		
26. Operate an OHM meter		
27. Operate a volt meter		
28. Operate D.C. power supply		
29. Use soldering/desoldering equipment		
30. Demonstrate circuit building techniques		
31. Demonstrate circuit layout techniques		
32. Demonstrate A.C. power supply		
33. Use oscilloscope		
34. Build complex circuit		
35. Use a capacitor testor		
36. Use a resistor decade box		
37. Use a tube tester		
38. Use a CRT tester		

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE

DSG FORM 2819.9-R (July 1986) PLEASE RETURN THIS FORM TO THE CSC.

DoDDS-G CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM ELECTRONICS

COURSE LENGTH: 9 WKS __ 18 WKS __

STUDENT LAST NAME FIRST M F SEX GRADE SCHOOL

DIRECTIONS:
1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION.
3. CHECK M IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED.
4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS	P	M
1. Display initiative		
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5. Display frustration tolerance		
6. Exhibit flexibility		
7. Make judgments and decisions		
8. Relate with peers/co-workers		
9. Relate with teachers/supervisors		
10. Cooperate as a team member		
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16. Display appropriate habits/manners		
17. Display appropriate appearance		
18. Comply with attendance regulations		
19. Practice punctuality		
20. Display appropriate conduct		
21. Care for materials/equipment		

II. GENERALIZED OUTCOMES	P	M
1. Understand oral directions		
2. Give oral directions		
3. Understand written directions		
4. Apply related terminology		
5. Apply related measurement functions		
6. Apply related math computations		
7. Apply related science concepts		
8. Practice related hygienic requirements		
9. Demonstrate safety precautions		
10. Demonstrate problem solving technique		
11. Show interest in occupational area		
12. Perform equipment maintenance		
13. Understand employer-employee roles		
14. Understand function of a supervisor		
15. Understand role of employee evaluation		
16. Understand business enterprise function		

III. SPECIFIC SKILL OUTCOMES	P	M
1. Construct simple circuit		
2. Construct battery		
3. Connect ammeter		
4. Connect voltmeter/measure voltage		
5. Connect ohmmeter/measure voltage		
6. Measure resistance		
7. Produce electricity with magnet		
8. Define AC/DC current		
9. Define voltage/current/resistance		
10. Convert units		
11. Define conductors/insulators		
12. Test conductivity of materials		
13. Construct a series circuit		
14. Measure individual volt in parallel		
15. Measure total volt in parallel		
16. Construct a parallel circuit		
17. Measure individual volt in series		
18. Measure total volt in series		
19. Measure current in series		
20. Construct an "and"/"or" circuit		
21. Fill in "and"/"or" circuit		
22. Construct 3-way switch		
23. Define characteristics of voltage/current		
24. Make pigtail/tee-tap/western union square		
25. Make 2/3 wire nut splice		
26. Use EIA color code		
27. Compute resistor tolerance		
28. Compute range of a resistor		
29. Calibrate an ohmmeter		
30. Read resistance of a resistor		
31. Check continuity of a circuit		

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE

DSO FORM 2819.9-R (July 1986) PLEASE RETURN THIS FORM TO THE CSC.

DoDDS-G CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM GRAPHIC ARTS

COURSE LENGTH: 9 WKS __ 18 WKS __

STUDENT LAST NAME FIRST SEX (M F) GRADE SCHOOL

DIRECTIONS:
1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION.
3. CHECK M IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED.
4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS	P	M
1. Display initiative		
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3. Display integrity		
4. Exhibit self-confidence		
5. Display frustration tolerance		
6. Exhibit flexibility		
7. Make judgments and decisions		
8. Relate with peers/co-workers		
9. Relate with teachers/supervisors		
10. Cooperate as a team member		
11. Accept constructive criticism		
12. Work unsupervised		
13. Complete tasks accurately		
14. Complete tasks in a timely manner		
15. Seek assistance appropriately		
16. Display appropriate habits/manners		
17. Display appropriate appearance		
18. Comply with attendance regulations		
19. Practice punctuality		
20. Display appropriate conduct		
21. Care for materials/equipment		

II. GENERALIZED OUTCOMES	P	M
1. Understand oral directions		
2. Give oral directions		
3. Understand written directions		
4. Apply related terminology		
5. Apply related measurement functions		
6. Apply related math computations		
7. Apply related science concepts		
8. Practice related hygienic requirements		
9. Demonstrate safety precautions		
10. Demonstrate problem solving technique		
11. Show interest in occupational area		
12. Perform equipment maintenance		
13. Understand employer-employee roles		
14. Understand function of a supervisor		
15. Understand role of employee evaluation		
16. Understand business enterprise function		

III. SPECIFIC SKILL OUTCOMES	P	M
1. Identify/maintain layout tools		
2. Read a rule		
3. Derive accurate measurement		
4. Solve shop math problems		
5. Sketch to job specifications		
6. Produce/revise layouts		
7. Use a line gauge		
8. Determine reproduction sizes		
9. Use copy preparation tools		
10. Prepare a paste-up		
11. Proof copy		
12. I.D./use process darkroom		
13. Make a positive		
14. Lay out a flat		
15. Perform striping procedures		
16. Prepare hand cut stencil		
17. Prepare photo indirect stencil		
18. Clean/maintain screens		
19. Print from direct image plate		
20. Print from paper master		
21. Prepare a presensitized plate		
22. Determine correct exposure		
23. Set up/operate/clean 375 press		
24. Set up/operate/clean 326 press		
25. Set up/operate/clean 310 press		
26. Prepare/print duotone		
27. Prepare/print posterization		
28. Prepare paste-up for multic		
29. Print 4-color work		
30. Operate/maintain binding equipment		
31. Fold paper		
32. Jog and collate paper		
33. Perforate paper		
34. Cut/trim paper		

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE

DSG FORM 2819.9-R (July 1986) PLEASE RETURN THIS FORM TO THE CSC.

DoDDS-G CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM HOME ECON -- CHILD CARE

COURSE LENGTH: 9 WKS __ 18 WKS __

STUDENT LAST NAME FIRST SEX (M F) GRADE SCHOOL

DIRECTIONS:
1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION.
3. CHECK M IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED.
4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS	P	M
1. Display initiative		
2. Exhibit a desire to improve		
3. Display integrity		
4. Exhibit self-confidence		
5. Display frustration tolerance		
6. Exhibit flexibility		
7. Make judgments and decisions		
8. Relate with peers/co-workers		
9. Relate with teachers/supervisors		
10. Cooperate as a team member		
11. Accept constructive criticism		
12. Work unsupervised		
13. Complete tasks accurately		
14. Complete tasks in a timely manner		
15. Seek assistance appropriately		
16. Display appropriate habits/manners		
17. Display appropriate appearance		
18. Comply with attendance regulations		
19. Practice punctuality		
20. Display appropriate conduct		
21. Care for materials/equipment		

II. GENERALIZED OUTCOMES	P	M
1. Understand oral directions		
2. Give oral directions		
3. Understand written directions		
4. Apply related terminology		
5. Apply related measurement functions		
6. Apply related math computations		
7. Apply related science concepts		
8. Practice related hygienic requirements		
9. Demonstrate safety precautions		
10. Demonstrate problem solving technique		
11. Show interest in occupational area		
12. Perform equipment maintenance		
13. Understand employer-employee roles		
14. Understand function of a supervisor		
15. Understand role of employee evaluation		
16. Understand business enterprise function		

III. SPECIFIC SKILL OUTCOMES	P	M
1. Complete job application		
2. Complete job interview		
3. Meet basic needs of children		
4. State how age relates to behavior		
5. Demonstrate emergency procedures		
6. Demonstrate first aid procedures		
7. Dial emergency numbers		
8. Take incoming telephone messages		
9. Access child personal information		
10. Demonstrate child discipline		
11. Supervise child in public		
12. Demonstrate skills in infant care		
13. Plan/conduct leisure activites		
14. Plan/conduct play activities		
15. Plan/conduct cognitive activities		
16. Plan/conduct creative activities		
17. Plan timelines for child routines		
18. Demonstrate toileting procedures		
19. Demonstrate feeding procedures		
20. Demonstrate grooming/dressing procedures		
21. Demonstrate bathing procedures		
22. Supervise child care settings		
23. Complete related courses		

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE

DSG FORM 2819.9-R (July 1986)

PLEASE RETURN THIS FORM TO THE CSC.

DoDDS-G CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM

HOME ECON -- CLOTHING/TEXTILES

COURSE LENGTH: 9 WKS __ 18 WKS __

M F

STUDENT LAST NAME FIRST SEX GRADE SCHOOL

DIRECTIONS:
1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION.
3. CHECK M IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED.
4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS	P	M
1. Display initiative		
2. Exhibit a desire to improve		
3. Display integrity		
4. Exhibit self-confidence		
5. Display frustration tolerance		
6. Exhibit flexibility		
7. Make judgments and decisions		
8. Relate with peers/co-workers		
9. Relate with teachers/supervisors		
10. Cooperate as a team member		
11. Accept constructive criticism		
12. Work unsupervised		
13. Complete tasks accurately		
14. Complete tasks in a timely manner		
15. Seek assistance appropriately		
16. Display appropriate habits/manners		
17. Display appropriate appearance		
18. Comply with attendance regulations		
19. Practice punctuality		
20. Display appropriate conduct		
21. Care for materials/equipment		

II. GENERALIZED OUTCOMES	P	M
1. Understand oral directions		
2. Give oral directions		
3. Understand written directions		
4. Apply related terminology		
5. Apply related measurement functions		
6. Apply related math computations		
7. Apply related science concepts		
8. Practice related hygienic requirements		
9. Demonstrate safety precautions		
10. Demonstrate problem solving technique		
11. Show interest in occupational area		
12. Perform equipment maintenance		
13. Understand employer-employee roles		
14. Understand function of a supervisor		
15. Understand role of employee evaluation		
16. Understand business enterprise function		

III. SPECIFIC SKILL OUTCOMES	P	M
1. Select correct patterns/fabrics		
2. Select appropriate pattern design/size		
3. Interpret instructions for pattern		
4. Demonstrate alterations on pattern		
5. Prepare fabric/pattern pieces		
6. Measure/cut materials		
7. Identify/use handicraft tools/materials		
8. Identify/use materials for hand sewing		
9. Apply techniques for hand sewing		
10. Select appropriate notions		
11. Demonstrate hand sewing		
12. Identify parts of sewing machine		
13. Identify care/use of sewing machine		
14. Able to produce handicrafts		
15. Plan sewing project		
16. Operate sewing machine		
17. Repair/replace zippers		
18. Replace buttons/hooks/snaps		
19. Demonstrate methods to mend apparel		
20. Demonstrate principle of grooming		
21. Identify fashion/fad/style		
22. Coordinate color/style of clothing		
23. Select clothing appropriate to occasion		
24. Demonstrate ironing skills		

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE

DSG FORM 2819.9-R (July 1986)

PLEASE RETURN THIS FORM TO THE CSC.

DoDDS-G CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM

HOME ECON -- FOODS/NUTRITION

COURSE LENGTH: 9 WKS __ 18 WKS __

STUDENT LAST NAME FIRST M F SEX GRADE SCHOOL

DIRECTIONS:
1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION.
3. CHECK M IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED.
4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS	P	M
1. Display initiative		
2. Exhibit a desire to improve		
3. Display integrity		
4. Exhibit self-confidence		
5. Display frustration tolerance		
6. Exhibit flexibility		
7. Make judgments and decisions		
8. Relate with peers/co-workers		
9. Relate with teachers/supervisors		
10. Cooperate as a team member		
11. Accept constructive criticism		
12. Work unsupervised		
13. Complete tasks accurately		
14. Complete tasks in a timely manner		
15. Seek assistance appropriately		
16. Display appropriate habits/manners		
17. Display appropriate appearance		
18. Comply with attendance regulations		
19. Practice punctuality		
20. Display appropriate conduct		
21. Care for materials/equipment		

II. GENERALIZED OUTCOMES	P	M
1. Understand oral directions		
2. Give oral directions		
3. Understand written directions		
4. Apply related terminology		
5. Apply related measurement functions		
6. Apply related math computations		
7. Apply related science concepts		
8. Practice related hygienic requirements		
9. Demonstrate safety precautions		
10. Demonstrate problem solving technique		
11. Show interest in occupational area		
12. Perform equipment maintenance		
13. Understand employer-employee roles		
14. Understand function of a supervisor		
15. Understand role of employee evaluation		
16. Understand business enterprise function		

III. SPECIFIC SKILL OUTCOMES	P	M
1. Prepare shopping list		
2. Purchase items within budget		
3. Read and compare labels		
4. Prepare inventory for purchased food		
5. Receive/check/report shipments		
6. Plan balanced meal		
7. Weigh/measure/staple ingredients		
8. Weigh measure dry ingredients		
9. Measure liquid ingredients		
10. Grease and prepare pans for cooking		
11. Prepare dough for bread		
12. Bake bread		
13. Make cakes and pies		
14. Prepare icing and frost cakes		
15. Prepare congealed desserts and salads		
16. Serve desserts		
17. Prepare fruits/vegetables		
18. Make salads/salad dressing		
19. Slice by hand/by electric slicer		
20. Make sandwiches		
21. Cut trim and bone meat/fish/fowl		
22. Season and bread meat/fish/fowl		
23. Prepare hot/cold beverages		
24. Prepare dried/concentrated food		
25. Operate stove/microwave/oven		
26. Cook eggs/fruits/vegetables		
27. Cook meat/fish/fowl		
28. Prepare sauces/gravies/soup stock		
29. Garnish prepared food		
30. Serve meal		
31. Clear table/scrape, rinse dishes		
32. Operate dishwasher		
33. Store prepared food		
34. Set and decorate table		
35. Serve in cafeteria line		

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE

DSG FORM 2819.9-R (July 1986)

PLEASE RETURN THIS FORM TO THE CSC.

DoDDS-G CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM — INDUSTRIAL TECH -- DRAFTING

COURSE LENGTH: 9 WKS __ 18 WKS __

STUDENT LAST NAME FIRST SEX (M F) GRADE SCHOOL

DIRECTIONS:
1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION.
3. CHECK M IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED.
4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS	P	M
1. Display initiative		
2. Exhibit a desire to improve		
3. Display integrity		
4. Exhibit self-confidence		
5. Display frustration tolerance		
6. Exhibit flexibility		
7. Make judgments and decisions		
8. Relate with peers/co-workers		
9. Relate with teachers/supervisors		
10. Cooperate as a team member		
11. Accept constructive criticism		
12. Work unsupervised		
13. Complete tasks accurately		
14. Complete tasks in a timely manner		
15. Seek assistance appropriately		
16. Display appropriate habits/manners		
17. Display appropriate appearance		
18. Comply with attendance regulations		
19. Practice punctuality		
20. Display appropriate conduct		
21. Care for materials/equipment		

II. GENERALIZED OUTCOMES	P	M
1. Understand oral directions		
2. Give oral directions		
3. Understand written directions		
4. Apply related terminology		
5. Apply related measurement functions		
6. Apply related math computations		
7. Apply related science concepts		
8. Practice related hygienic requirements		
9. Demonstrate safety precautions		
10. Demonstrate problem solving technique		
11. Show interest in occupational area		
12. Perform equipment maintenance		
13. Understand employer-employee roles		
14. Understand function of a supervisor		
15. Understand role of employee evaluation		
16. Understand business enterprise function		

III. SPECIFIC SKILL OUTCOMES	P	M
1. Demonstrate use of basic tools		
2. Install/adjust tools/equipment		
3. Trace drawings for reproduction		
4. Select reproduction machines		
5. Operate reproduction machines		
6. Perform block diagrams		
7. Draw/letter block marginalinformation		
8. Draw keys/legend		
9. Identify pencil lead harness		
10. Point pencils		
11. Draw tangents/polygons/ellipses		
12. Bisect lines/arcs/angles		
13. Draw involute		
14. Draw full/3/4-1/2 scale		
15. Make single/multi-view drawings		
16. Draw hidden lines		
17. Utilize fraction/metric/dual dimensions		
18. Identify cutting planes		
19. Draw full/half/offset section view		
20. Draw offset/broken out section view		
21. Draw revolved/thin section view		
22. Draw enlarged section view		
23. Draw spokes/ribs in section		
24. Draw inclined surface		
25. Establish locating line		
26. Locate reference plane		
27. Draw primary/curved surface view		
28. Draw secondary/sectioned view		
29. Determine true length lines		
30. Draw single/compound revolutions		

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE

DSO FORM 2819.9-R (July 1986) PLEASE RETURN THIS FORM TO THE CSC.

DoDDS-G CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM

INDUSTRIAL TECH -- METALS

COURSE LENGTH: 9 WKS __ 18 WKS __

STUDENT LAST NAME FIRST SEX (M F) GRADE SCHOOL

DIRECTIONS:
1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION.
3. CHECK M IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED.
4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS	P	M
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4. Exhibit self-confidence		
5. Display frustration tolerance		
6. Exhibit flexibility		
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8. Relate with peers/co-workers		
9. Relate with teachers/supervisors		
10. Cooperate as a team member		
11. Accept constructive criticism		
12. Work unsupervised		
13. Complete tasks accurately		
14. Complete tasks in a timely manner		
15. Seek assistance appropriately		
16. Display appropriate habits/manners		
17. Display appropriate appearance		
18. Comply with attendance regulations		
19. Practice punctuality		
20. Display appropriate conduct		
21. Care for materials/equipment		

II. GENERALIZED OUTCOMES	P	M
1. Understand oral directions		
2. Give oral directions		
3. Understand written directions		
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5. Apply related measurement functions		
6. Apply related math computations		
7. Apply related science concepts		
8. Practice related hygienic requirements		
9. Demonstrate safety precautions		
10. Demonstrate problem solving technique		
11. Show interest in occupational area		
12. Perform equipment maintenance		
13. Understand employer-employee roles		
14. Understand function of a supervisor		
15. Understand role of employee evaluation		
16. Understand business enterprise function		

III. SPECIFIC SKILL OUTCOMES	P	M
1. Compare/select products		
2. Identify product assembly process		
3. Follow systematic production planning		
4. Prepare template		
5. Prepare jig		
6. Identify object by size/shape		
7. Operate drill press		
8. Operate grinder		
9. Set up and operate lathe		
10. Perform taper turning		
11. Perform lathe thread cutting		
12. Set up and operate milling machine		
13. Identify arc welding		
14. Identify and select electrodes		
15. Perform flat electric arc		
16. Recognize welding defects		
17. Plan and layout sheet metal work		
18. Fabricate and assemble sheet metal		
19. Operate squaring shears		
20. Operate bar folder		
21. Operate bending break		
22. Perform riveting techniques		
23. Perform soldering procedures		
24. Select and use stake anvil		
25. Operate setting down machine		
26. Operate crimping and bending machine		
27. Cut sheet metal patterns with snips		
28. Operate burring machine		
29. Operate power nibbler		
30. Fold edges		
31. Select cutting tip and set up torch		
32. Light and adjust torch		
33. Perform flame cutting		

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE

DSO FORM 2819.9-R (July 1986) PLEASE RETURN THIS FORM TO THE CSC.

DoDDS-G CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM

INDUSTRIAL TECH -- WOODS

COURSE LENGTH: 9 WKS __ 18 WKS __

STUDENT LAST NAME FIRST SEX (M F) GRADE SCHOOL

DIRECTIONS:
1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION.
3. CHECK M IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED.
4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS	P	M
1. Display initiative		
2. Exhibit a desire to improve		
3. Display integrity		
4. Exhibit self-confidence		
5. Display frustration tolerance		
6. Exhibit flexibility		
7. Make judgments and decisions		
8. Relate with peers/co-workers		
9. Relate with teachers/supervisors		
10. Cooperate as a team member		
11. Accept constructive criticism		
12. Work unsupervised		
13. Complete tasks accurately		
14. Complete tasks in a timely manner		
15. Seek assistance appropriately		
16. Display appropriate habits/manners		
17. Display appropriate appearance		
18. Comply with attendance regulations		
19. Practice punctuality		
20. Display appropriate conduct		
21. Care for materials/equipment		

II. GENERALIZED OUTCOMES	P	M
1. Understand oral directions		
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7. Apply related science concepts		
8. Practice related hygienic requirements		
9. Demonstrate safety precautions		
10. Demonstrate problem solving technique		
11. Show interest in occupational area		
12. Perform equipment maintenance		
13. Understand employer-employee roles		
14. Understand function of a supervisor		
15. Understand role of employee evaluation		
16. Understand business enterprise function		

III. SPECIFIC SKILL OUTCOMES	P	M
1. Compare/select products		
2. Identify product assembly processes		
3. Follow systematic production		
4. Use mixing processes in production		
5. Apply costing procedures		
6. Use bonding processes		
7. Prepare template		
8. Prepare a jig		
9. Prepare a fixture		
10. Identify object by shape/size		
11. Bore hole with hand brace		
12. Bore hole with portable hand drill		
13. Cut hole with keyhole saw		
14. Select proper hammer and drive nails		
15. Level and plumb installations		
16. Apply stains/shellac/varnish		
17. Operate portable drill		
18. Operate portable sander		
19. Operate drill press		
20. Operate grinder		
21. Operate vertical band and table saw		
22. Perform precision cutting		
23. Operate horizontal saw		
24. Set up and operate lathe		
25. Demonstrate hand sawing		
26. Demonstrate planning procedures		
27. Demonstrate abrading procedures		

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE _____ DATE

DSG FORM 2819.9-R (July 1986)

PLEASE RETURN THIS FORM TO THE CSC.

DoDDS-G CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM JROTC

COURSE LENGTH: 9 WKS __ 18 WKS __

STUDENT LAST NAME FIRST M F SEX GRADE SCHOOL

DIRECTIONS:
1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION.
3. CHECK M IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED.
4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS	P	M
1. Display initiative		
2. Exhibit a desire to improve		
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5. Display frustration tolerance		
6. Exhibit flexibility		
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8. Relate with peers/co-workers		
9. Relate with teachers/supervisors		
10. Cooperate as a team member		
11. Accept constructive criticism		
12. Work unsupervised		
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14. Complete tasks in a timely manner		
15. Seek assistance appropriately		
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17. Display appropriate appearance		
18. Comply with attendance regulations		
19. Practice punctuality		
20. Display appropriate conduct		
21. Care for materials/equipment		

II. GENERALIZED OUTCOMES	P	M
1. Understand oral directions		
2. Give oral directions		
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4. Apply related terminology		
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8. Practice related hygienic requirements		
9. Demonstrate safety precautions		
10. Demonstrate problem solving technique		
11. Show interest in occupational area		
12. Perform equipment maintenance		
13. Understand employer-employee roles		
14. Understand function of a supervisor		
15. Understand role of employee evaluation		
16. Understand business enterprise function		

III. SPECIFIC SKILL OUTCOMES	P	M
1. Wear uniform properly		
2. Care for uniform properly		
3. Demonstrate care/cleaning of weapons		
4. Conduct small unit drill		
5. Fire weapon for qualification		
6. Conduct weekly uniform inspections		
7. Serve on promotional boards		
8. Perform on special teams		
9. Identify insignia of rank		
10. Assemble/disassemble small arms		
11. Display proper respect for authority		
12. Qualify for enlistment in armed forces		
13. Qualify for awards/decorations		
14. Perform basic office managerial skills		
15. Manage small groups		
16. Prepare military correspondence		
17. Solve basic personal problems		
18. Maintain office records		
19. Maintain student records		
20. Perform duties as class leader		
21. File correspondence		
22. Operate audio/visual equipment		
23. Maintain fundamental financial records		
24. Manage financial resources		
25. Inventory serially numbered items		
26. Issue/account for Government property		
27. Solve basic map reading problems		
28. Identify terrain features on map		
29. Use protractor/compass in map reading		
30. Locate object within 100 meters on map		
31. Distinguish aerial photos/picto maps		
32. Prepare lesson plan		
33. Present oral program with training aids		
34. Conduct physical training, small group		

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE

DSG FORM 2819.9-R (July 1986) PLEASE RETURN THIS FORM TO THE CSC.

DoDDS-G CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM MODELING

COURSE LENGTH: 9 WKS __ 18 WKS __

STUDENT LAST NAME FIRST M F SEX GRADE SCHOOL

DIRECTIONS:
1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION.
3. CHECK M IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED.
4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS	P	M
1. Display initiative		
2. Exhibit a desire to improve		
3. Display integrity		
4. Exhibit self-confidence		
5. Display frustration tolerance		
6. Exhibit flexibility		
7. Make judgments and decisions		
8. Relate with peers/co-workers		
9. Relate with teachers/supervisors		
10. Cooperate as a team member		
11. Accept constructive criticism		
12. Work unsupervised		
13. Complete tasks accurately		
14. Complete tasks in a timely manner		
15. Seek assistance appropriately		
16. Display appropriate habits/manners		
17. Display appropriate appearance		
18. Comply with attendance regulations		
19. Practice punctuality		
20. Display appropriate conduct		
21. Care for materials/equipment		

II. GENERALIZED OUTCOMES	P	M
1. Understand oral directions		
2. Give oral directions		
3. Understand written directions		
4. Apply related terminology		
5. Apply related measurement functions		
6. Apply related math computations		
7. Apply related science concepts		
8. Practice related hygienic requirements		
9. Demonstrate safety precautions		
10. Demonstrate problem solving technique		
11. Show interest in occupational area		
12. Perform equipment maintenance		
13. Understand employer-employee roles		
14. Understand function of a supervisor		
15. Understand role of employee evaluation		
16. Understand business enterprise function		

III. SPECIFIC SKILL OUTCOMES	P	M
1. Maintains proper diet/nutrition		
2. Performs appropriate exercise program		
3. Maintains skin care		
4. Maintains hair care		
5. Maintains nail care		
6. Has effective voice projection		
7. Has self confidence personally		
8. Identify/use materials for hand sewing		
9. Maintains model poise/posture		
10. Applies basic makeup artistry		
11. Applies makeup to enhance eyebrows		
12. Applies makeup to enhance eyes		
13. Plan wardrobe with fashion flair		
14. Demonstrates basic modeling techniques		
15. Demonstrates runway techniques		
16. Demonstrates informal modeling skills		
17. Demonstrates formal modeling skills		
18. Demonstrates restaurant show skills		
19. Demonstrates show/convention skills		
20. Demonstrates television modeling skills		
21. Demonstrates photo techniques fashion		
22. Demonstrates photo techniques commercial		
23. Demonstrates television commercial skill		
24. Demonstrates showmanship in performance		

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE _____ DATE _____

DSG FORM 2819.9-R (July 1986) PLEASE RETURN THIS FORM TO THE CSC.

BEST COPY AVAILABLE

DoDDS-G CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM

PHOTOGRAPHY

COURSE LENGTH: 9 WKS __ 18 WKS __

STUDENT LAST NAME FIRST M F SEX GRADE SCHOOL

DIRECTIONS:
1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION.
3. CHECK M IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED.
4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS	P	M
1. Display initiative		
2. Exhibit a desire to improve		
3. Display integrity		
4. Exhibit self-confidence		
5. Display frustration tolerance		
6. Exhibit flexibility		
7. Make judgments and decisions		
8. Relate with peers/co-workers		
9. Relate with teachers/supervisors		
10. Cooperate as a team member		
11. Accept constructive criticism		
12. Work unsupervised		
13. Complete tasks accurately		
14. Complete tasks in a timely manner		
15. Seek assistance appropriately		
16. Display appropriate habits/manners		
17. Display appropriate appearance		
18. Comply with attendance regulations		
19. Practice punctuality		
20. Display appropriate conduct		
21. Care for materials/equipment		

II. GENERALIZED OUTCOMES	P	M
1. Understand oral directions		
2. Give oral directions		
3. Understand written directions		
4. Apply related terminology		
5. Apply related measurement functions		
6. Apply related math computations		
7. Apply related science concepts		
8. Practice related hygienic requirements		
9. Demonstrate safety precautions		
10. Demonstrate problem solving technique		
11. Show interest in occupational area		
12. Perform equipment maintenance		
13. Understand employer-employee roles		
14. Understand function of a supervisor		
15. Understand role of employee evaluation		
16. Understand business enterprise function		

III. SPECIFIC SKILL OUTCOMES	P	M
1. Mix developer		
2. Mix Hypo		
3. Mix short stop bath		
4. Build pin hole camera		
5. Load pin hole camera		
6. Make exposure with pin hole camera		
7. Develop paper negative		
8. Print paper negative with contact paper		
9. Load camera with film		
10. Determine exposure with light meter		
11. Set exposure, "f" stop		
12. Set exposure, time		
13. Focus camera		
14. Compose picture		
15. Expose picture		
16. Develop film with tray		
17. Stop film with tray		
18. Fix film with tray		
19. Wash film		
20. Dry film		
21. Load film tank		
22. Develop film with tank		
23. Fix film with tank		
24. Wash film with tank		
25. Select proper contrast paper for printing		
26. Make contact print		
27. Select proper contrast paper for enlarging		
28. Load film in enlarger		
29. Set enlarger "f" stop		
30. Use paper strip to show exposure for enlarging		
31. Focus enlarger		
32. Dodge enlarged piece		
33. Make exposure in enlarger		
34. Wash enlarged print		
35. Dry enlarged print		
36. Mount enlarged print		

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE

DSO FORM 2819.9-R (July 1986)

PLEASE RETURN THIS FORM TO THE CSC.

DoDDS-G CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM

TYPING

COURSE LENGTH: 9 WKS __ 18 WKS __

STUDENT LAST NAME FIRST SEX (M F) GRADE SCHOOL

DIRECTIONS:
1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION.
3. CHECK M IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED.
4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS	P	M
1. Display initiative		
2. Exhibit a desire to improve		
3. Display integrity		
4. Exhibit self-confidence		
5. Display frustration tolerance		
6. Exhibit flexibility		
7. Make judgments and decisions		
8. Relate with peers/co-workers		
9. Relate with teachers/supervisors		
10. Cooperate as a team member		
11. Accept constructive criticism		
12. Work unsupervised		
13. Complete tasks accurately		
14. Complete tasks in a timely manner		
15. Seek assistance appropriately		
16. Display appropriate habits/manners		
17. Display appropriate appearance		
18. Comply with attendance regulations		
19. Practice punctuality		
20. Display appropriate conduct		
21. Care for materials/equipment		

II. GENERALIZED OUTCOMES	P	M
1. Understand oral directions		
2. Give oral directions		
3. Understand written directions		
4. Apply related terminology		
5. Apply related measurement functions		
6. Apply related math computations		
7. Apply related science concepts		
8. Practice related hygienic requirements		
9. Demonstrate safety precautions		
10. Demonstrate problem solving technique		
11. Show interest in occupational area		
12. Perform equipment maintenance		
13. Understand employer-employee roles		
14. Understand function of a supervisor		
15. Understand role of employee evaluation		
16. Understand business enterprise function		

III. SPECIFIC SKILL OUTCOMES	P	M
1. Display appropriate posture		
2. Display proper hand positioning		
3. Display proper keyboard fingering		
4. Type accurately not looking at keys		
5. Arrange problem copy		
6. Type from hand written copy		
7. Proofread/correct errors		
8. Use correct grammar and writing skills		
9. Type term papers		
10. Type book reports		
11. Type various business forms		
12. Prepare letters/applications/requests		
13. Compose letters of application/request		
14. Prepare follow up letters		
15. Write routine/specialize letters		
16. Set up/fill out typing forms		
17. Meet production time lines		
18. Care for keyboarding machines		
19. Use 10-key calculator		

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE

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DoDDS-G CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM

COURSE LENGTH: 9 WKS __ 18 WKS __

STUDENT LAST NAME FIRST SEX (M F) GRADE SCHOOL

DIRECTIONS:
1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION.
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II. GENERALIZED OUTCOMES	P	M
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12. Perform equipment maintenance		
13. Understand employer-employee roles		
14. Understand function of a supervisor		
15. Understand role of employee evaluation		
16. Understand business enterprise function		

III. SPECIFIC SKILL OUTCOMES	P	M

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH MEDIUM LOW

APTITUDE . . . HIGH MEDIUM LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

INSTRUCTOR'S SIGNATURE DATE

DSG FORM 2819.9-R (July 1986) PLEASE RETURN THIS FORM TO THE CSC.

APPENDIX II

WORK RELATED BEHAVIORS GUIDE SHEET

1.1	Display initiative	Is ready to work without being told; initiates new situations and required work tasks promptly.
1.2	Exhibit a desire to improve	Possesses internal motivation to better oneself in academic, social, or work related settings.
1.3	Display integrity	Demonstrates fair, loyal, honest, and straightforward action.
1.4	Exhibit self-confidence	Feels good about self; is realistic about personal strengths and weaknesses; self-confident; does not dwell on disabilities but tries to maximize strengths.
1.5	Display frustration tolerance	Maintains emotional stability and work pace when faced with challenging, difficult, or pressured situations.
1.6	Exhibit flexibility	Accepts changes in situation without becoming upset, showing emotional outburst, or decreasing work production.
1.7	Make judgements and decisions	Makes judgements and decisions on the basis of nonobjective criteria, e.g., feeling, common sense.
1.8	Relate with peers/ co-workers	Fraternizes, converses, integrates with fellow students/co-workers.
1.9	Relate with teachers/ supervisors	Fraternizes, converses, integrates with teacher/supervisor on a respectful plane.
1.10	Cooperate as a team member	Performs as a member of a team; works smoothly with others; cooperates with others.
1.11	Accept constructive criticism	Accepts realistic criticism from peers and supervisor/teacher; attempts and desires to improve on required tasks.
1.12	Work unsupervised	Dependable, follows directions well; sticks to work until complete without supervision.

1.13	Complete tasks accurately	Completes work of acceptable quality; work does not have to be done over.
1.14	Complete tasks in a timely manner	Works at an appropriate pace and speed; completes maximum amount of assigned work within a given time period.
1.15	Seek assistance appropriately	Appropriately seeks help or relies on others to complete work tasks.
1.16	Display appropriate habits/manners	Displays appropriate use of manners; does not interrupt or disrupt others, does not use profane language.
1.17	Display appropriate appearance	Displays adequate hygiene (clean, face, clean hands, clean well-groomed hair) proper make-up; clothing is appropriate to situations (becoming, clean, well-fitting).
1.18	Comply with attendance regulations	Has an appropriate attendance record and acceptable rationale for absence or requested release time.
1.19	Practice punctuality	Arrives on time for class/work and from breaks; is on time for appointments.
1.20	Display appropriate conduct	Acts in ways acceptable to peers, fellow workers, teacher and/or supervisor.
1.21	Use and care of materials/equipment	Demonstrates ability to maintain and care for work station, tools, and materials.

APPENDIX III

SAMPLE HANDOUT SHEETS FOR VOCATIONAL INSTRUCTORS

1. SOURCES OF ASSESSMENT INFORMATION

2. HOW TO COMPLETE ASSESSMENT RATING FORMS

3. SAMPLE INSTRUCTIONAL MODIFICATION

SOURCES OF ASSESSMENT INFORMATION

1. WORK RELATED BEHAVIORS

Sources of Assessment Information	Suggestions for Record Keeping
• Attendance Records • Anecdotal Records	• Teacher maintains a daily attendance record book for each period taught, sign-in sheet or time cards.
• Record/charts of completed assignments	• Teacher maintains a grade book which also includes dates when assignments are due and when they are actually completed.
• Student's self recording or behavior charts • Behavior during class activities	• Student maintains a notebook to to record activities completed; the teacher initials record when activities are completed.
• General interaction with peers/ teacher/employer	• Teacher targets specific behaviors to observe.
• Other	• Teacher uses a checklist of behaviors (e.g., Vocational Assessment Rating Form) that can be marked during period observations. • Other

2. GENERALIZED INSTRUCTIONAL OUTCOMES

Sources of Assessment Information	Suggestions for Record Keeping
• Tests, quizzes	• Teacher maintains daily record.
• Homework assignments • Performance during class activities	• Teacher uses checklist of generalized instructional outcomes that can be broken down into specific skills to be learned.
• Demonstration of work skills	• Teacher assigns a class notebook in which the student records his grades on assignments, scores on tests, dates, tasks were assigned/ completed.
• Demonstration of knowledge during simulation activities • Response during discussions	• Teacher reviews student's assignment notebook periodically with student for: * completeness * timeliness * quality
• Other	• Other

3. SPECIFIC SKILL OUTCOMES

Sources of Assessment Information	Suggestions for Record Keeping
• Performance of specific tasks • Completion of projects	• Teacher records data in student notebook, teacher grade book, or Vocational Assessment Rating Form.
• Performance of production processes (quality/quantity measures)	• Student records date projects were completed/grade assigned in assignment notebook.
• Reports from peer tutor/work buddy • Student's log of completed tasks	• Teacher reviews assignment notebook with student regularly for: * completeness * timeliness * quality
• Other	• Other

HOW TO COMPLETE ASSESSMENT RATING FORMS

1. Performance Column (P)

   At the end of each quarter or semester, teachers/supervisors completing these forms should check (✓) whether a student is performing (P) on a specific behavior or competency at the level of accuracy or proficiency expected by the instructor.

2. Performance with Modification Column (M)

   For those students who can perform a skill or behavior at the expected proficiency level only with modifications, an M (symbolizing "proficient with modification") should be checked. Appendix III-3 provides an example listing of possible modifications that might be made by the vocational instructor.

3. Unrated Behaviors or Skills

   If an instructor did not have an opportunity to rate a behavior/skill or if the student was unable to perform the skill even with modification, no mark should be made for that specific skill item.

4. Overall Rating

   On the bottom of the rating form, the instructor should indicate his/her opinion of the student's overall interest in and aptitude for the occupational area of instruction.

5. Additional Information/Modification

   Any modifications made to enable a student to achieve proficiency should be indicated as specifically as possible on the back of the rating form.

6. Comments

   On the back of the rating form the instructor should also indicate any additional pertinent information regarding:

   a. Student class participation,
   b. Teaching techniques, and
   c. Program recommendations.

7. Review and Sign Rating Form

   When all ratings have been completed for the Vocational Assessment Rating Form, the instructor/work supervisor should review the form for accuracy. The form should then be signed, dated, and forwarded to the Case Study Committee.

SAMPLE MODIFICATIONS FOR FACILITATING PROFICIENCY

Setting Modifications

A. Rearrange equipment and furniture to provide more space around equipment, work areas, and aisles.

B. Adjust height of furniture.

C. Provide individual student carrels for independent task completion.

D. Color code machine and equipment controls for each indentification according to function.

E. Lable equipment and work areas with large legible signs.

F. Provide flexible scheduling to accommodate the student's work rate. Time required for a student to attain specific skills may need to be lengthened.

Content Modifications

A. Task analyze instructional objectives with which the student is is having difficulty and teach individual task steps as appropriate.

B. Introduce new material in small amounts, checking student comprehension of each step before continuing the next step.

C. Provide the student with lists of required technical vocabulary.

D. Provide instructional reading materials written at the student's "instructional reading level." (Obtain the assistance of the special education teacher or reading specialist.)

E. Provide a variety of learning activities for each instructional objective.

Materials/Equipment Modifications

A. Use nonverbal materials in describing work procedures: symbols, charts, graphic illustrations, etc.

B. Install adaptive operative devices on machines:
   - o hand or foot controls
   - o guard rails
   - o warning lights and sounds
   - o adaptive toe handles

C. Use large print for written materials.

D. Secure specialized equipment which may assist the student:
   - o left-handed scissors and tools
   - o patterns and cutting guides
   - o magnifying devices
   - o tape recorders

E. Shorten and simplify tasks. (Number and difficulty level may be increased as the student progresses.)

Modifications in Teaching Method

A. Use teaching approach(es) which match the student's learning style (i.e., auditory, visual, tactile, etc.). Seek assistance from the special education teacher in determining student learning styles.

B. Use a demonstration approach whenever possible.

C. Use illustrations to replace written directions.

D. Provide opportunities for students to answer test questions orally.

E. Use multiple choice tests instead

F. Allow time for more presentations of material to be learned.

APPENDIX IV

SAMPLE OF COMPLETED

Vocational Assessment Rating Forms

and

Individualized Education Plan

DoDDS-G CURRICULUM-BASED VOCATIONAL ASSESSMENT RATING FORM

INDUSTRIAL TECH -- WOODS

COURSE LENGTH: 9 WKS XX 18 WKS __

Doe, John (M)F 8th Mystical Middle School

STUDENT LAST NAME FIRST SEX GRADE SCHOOL

DIRECTIONS:
1. DO NOT RATE ANY BEHAVIOR OR OUTCOME NOT TAUGHT OR OBSERVED.
2. CHECK P IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION.
3. CHECK M IF THE STUDENT CAN PERFORM AT THE INSTRUCTOR'S LEVEL OF EXPECTATION WHEN INSTRUCTION HAS BEEN MODIFIED.
4. LIST ADDITIONAL BEHAVIORS AND OUTCOMES AS NEEDED.

I. WORK RELATED BEHAVIORS	P	M
1. Display initiative		✓
2. Exhibit a desire to improve		✓
3. Display integrity	✓	
4. Exhibit self-confidence		
5. Display frustration tolerance		
6. Exhibit flexibility		✓
7. Make judgments and decisions		
8. Relate with peers/co-workers	✓	
9. Relate with teachers/supervisors		✓
10. Cooperate as a team member	✓	
11. Accept constructive criticism		✓
12. Work unsupervised		✓
13. Complete tasks accurately		✓
14. Complete tasks in a timely manner		✓
15. Seek assistance appropriately		✓
16. Display appropriate habits/manners	✓	
17. Display appropriate appearance	✓	
18. Comply with attendance regulations	✓	
19. Practice punctuality	✓	
20. Display appropriate conduct	✓	
21. Care for materials/equipment	✓	

II. GENERALIZED OUTCOMES	P	M
1. Understand oral directions		✓
2. Give oral directions		
3. Understand written directions		✓
4. Apply related terminology		✓
5. Apply related measurement functions	✓	
6. Apply related math computations	✓	
7. Apply related science concepts	✓	
8. Practice related hygienic requirements	✓	
9. Demonstrate safety precautions	✓	
10. Demonstrate problem solving technique	✓	
11. Show interest in occupational area	✓	
12. Perform equipment maintenance	✓	
13. Understand employer-employee roles	✓	
14. Understand function of a supervisor		✓
15. Understand role of employee evaluation		✓
16. Understand business enterprise function		

III. SPECIFIC SKILL OUTCOMES	P	M
1. Compare/select products	✓	
2. Identify product assembly processes	✓	
3. Follow systematic production	✓	
4. Use mixing processes in production	✓	
5. Apply coating procedures		✓
6. Use bonding processes		✓
7. Prepare template		✓
8. Prepare a jig		✓
9. Prepare a fixture		✓
10. Identify object by shape/size	✓	
11. Bore hole with hand brace		
12. Bore hole with portable hand drill		
13. Cut hole with keyhole saw		
14. Select proper hammer and drive nails	✓	
15. Level and plumb installations	✓	
16. Apply stains/shellac/varnish		✓
17. Operate portable drill	✓	
18. Operate portable sander	✓	
19. Operate drill press		
20. Operate grinder		
21. Operate vertical band and table saw		
22. Perform procision cutting		
23. Operate horizontal saw		
24. Set up and operate lathe		
25. Demonstrate hand sawing	✓	
26. Demonstrate planning procedures	✓	
27. Demonstrate abrading procedures	✓	

AS RELATED TO YOUR COURSE, CIRCLE THE STUDENT'S OVERALL

INTEREST . . . HIGH (MEDIUM) LOW

APTITUDE . . . HIGH (MEDIUM) LOW

PLEASE LIST MODIFICATIONS, ADDITIONAL COMMENTS ON THE REVERSE OF THIS FORM.

John Bicks 8/13/86

INSTRUCTOR'S SIGNATURE DATE

DSG FORM 2819.9-R (July 1986)

PLEASE RETURN THIS FORM TO THE CSC.

SAMPLE OF A COMPLETED IEP USING THE CURRICULUM-BASED VOCATIONAL ASSESSMENT INFORMATION

STUDENT'S NAME: Doe, John

(1) Annual Goals and (2) Short Term Instructional Objectives	(3) Present Level of Performance	(4) Criteria for Achievement of Objectives	(5) Service Provider	(6) Time in Program or Service	(7) Projected Dates	
					Begins	Ends
Annual Goal 1. To develop appropriate work related behaviors for an industrial technology-woods classroom					Sept.	Dec.
Short term Instructional Objectives **Student will:** (1.) Display initiative 2. Exhibit a desire to improve 3. Display integrity (4.) Exhibit self-confidence (5.) Display frustration tolerance 6. Exhibit flexibility (7.) Make judgements and decisions 8. Relate with peers/co-workers 9. Relate with teachers/supervisors 10. Cooperate as a team member 11. Accept constructive criticism (12.) Work unsupervised 13. Complete tasks accurately (14.) Complete tasks in a timely manner 15. Seek assistance appropriately 16. Display appropriate habits/ manners 17. Display appropriate appearance 18. Comply with attendance regulations 19. Practice punctuality 20. Display appropriate conduct 21. Use and care for materials/ equipment	Present Level - Has a low frustration tolerance when working on fine motor tasks - Lacks confidence and makes poor judgements on decisions related to fine detail and finish work - Fails to complete task without close supervision	Student will improve on each of the circled objectives to the point of 90 of the expected Proficiency for the industrial arts classroom.	Industrial Technology Teacher	18 weeks		

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APPENDIX V

ANNUAL SUPPORT ROLES OF THE EDUCATIONAL PRESCRIPTIONIST

	Activity	Timeframe
1.	Contact school-level CSC chairpersons to establish a meeting to discuss Educational Prescriptionist role with the CSC and the school staff.	Sept/Oct
2.	Conduct a school-level visit to meet with CSC personnel, special education teachers, and vocational instructors to review data collection procedures, the processing of rating forms, and the mechanisms for using assessment information for IEP development and instructional planning.	Sept/Jan
3.	Conduct a school-level inservice with all personnel involved in the vocational assessment procedure.	Sept/Oct As needed
	To:	
	a. Distribute handbooks and rating forms to personnel in need of them.	
	b. Review and discuss procedures as they will be implementing at that school.	
	c. Review procedures to be followed to use the rating form data in the IEP.	
	d. Review example completed rating forms and IEP's.	
	e. Answer any questions and provide or direct assistance as needed for instructors.	
4.	Provide needed training and support to new teachers experiencing the curriculum-based vocational assessment procedure for the first time. Identify instructors with positive experience with the process and have new instructors work with them.	Sept/Oct As needed
5.	Provide consultation services as requested and as deemed necessary in such areas as:	As needed
	a. How to conduct observation of student work?	
	b. How to collect data for rating forms?	
	c. How to make instructional modifications for handicapped students?	
	d. How to use data from the rating forms to develop goals and objectives for an IEP?	